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IDENTIFIERS	Contract Learning; Individualized Evaluation; Written Evaluation

ABSTRACT

This conference was held to help educators (1) obtain a clearer understanding of the major controversy over current grading practices, (2) share ideas on grading, (3) obtain information on grading alternatives, and (4) learn how to bring about changes in grading procedures. Topics discussed include the relationship of the evaluation of student achievement to accountability programs, college admissions and nontraditional grading, competition, cheating, grading and young children, self evaluation, credit-no-credit grading, written teacher evaluation, grading in urban education, contract learning, student and parent perceptions of grading and what they want, open education and grading, and resistance to change in educational organizations. (Pages 72 and 73 are missing.) (Author/DN)

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THE NATIONAL CONFERENCES ON GRADING ALTERNATIVES

WAD-JA-GET?

1973
NATIONAL CONFERENCES
ON
GRADING ALTERNATIVES

BOSTON NOVEMBER 9-11
SHERATON-BOSTON HOTEL

EA 005 874

THE 1973 BOSTON CONFERENCE ON GRADING ALTERNATIVES

has been sponsored by

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Box 43 Mr. Howard Kirschenbaum
Amherst, MA 01002 Dr. Rodney Napier

was coordinated by..

Ms. Lois B. Hart
and
Dr. Sidney Simon

and wishes to thank the following people
who assisted us...

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Beverly Allen
Melanie Gay

1973 NATIONAL CONFERENCES ON GRADING ALTERNATIVES

Chicago October 26-28 Sheraton Chicago Hotel

Boston November 9-11 Sheraton-Boston Hotel

New Orleans Nov. 30-December 2

Royal Sonesta and Monteleone Hotels

San Francisco December 7-9 Sheraton Palace Hotel

WAD-JA-GET?

EXPERIENCE THE SEARCH FOR GRADING ALTERNATIVES

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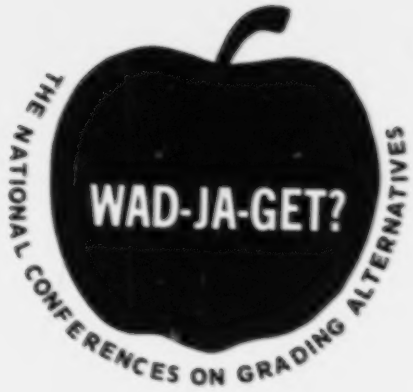
ALTERNATIVES



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A STUDENT'S POEM

Pass
in the halls
Faces whisk by
unrecognized
unseen

Pass
from class
Knowledge grinds by
unassimilated
unnoticed
unheard

Pass
the course
Thought slips by
unused
unmourned
unremembered
unthought.

Within the
getting-by
A life can
pass
Years yawn by
unlived. . .
Sorry but

I pass.

Ethel Borse
High School Student
December, 1970

The Christian Science Monitor

"The grading system is unfair, irrelevant, and very hard on my allowance."

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The National Conferences on Grading Alternatives

1972-1973: A LANDMARK YEAR FOR 'WAD-JA-GET?'

In November of 1972, over 800 persons from all over the United States, Canada, Puerto Rico and the Canal Zone attended the first National Conference on Grading Alternatives to learn more about the pros and cons of the various alternatives to grading. Armed with updated information and rekindled spirits, these educators returned to their schools more ready to make changes in traditional grading systems than when they arrived.

This first conference started a movement to create a Center for Grading Alternatives that would help individual school systems change and improve their grading systems and to legitimize grading alternatives with college admissions officers throughout the country.

The Center for Grading Alternatives has been active on many fronts this year:

1) A free, annotated bibliography containing some of the most helpful books, articles and reporting forms in the grading and evaluation reform movement was compiled. Each of the items on the bibliography can be purchased through the mail from the Center, located at the Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987 or through the Resource Room at the conference. The materials relate to all educational levels.

2) A list was compiled of resource people who are available to schools seeking professional help on all aspects of grading reform. This list is distributed through the

Center also.

3) A National Consortium of Experimenting High Schools was formed and now has a membership of over three hundred. The Consortium's purpose is to join together to work with college admissions officers to legitimize non-traditional grading and evaluation systems.

4) As a result of the Consortium's efforts, the COLLEGE GUIDE FOR EXPERIMENTING HIGH SCHOOLS will be published later in 1973, containing up-to-date information on every college in the country as to their policy and practice about accepting students from non-traditional grading systems. The guide will be an invaluable tool for every high school that has non-traditional grading or is considering such a change. Copies will be available for $10.00 through the Resource Room or by ordering direct from the Center for Grading Alternatives.

Four National Conferences on Grading Alternatives were planned for 1973 to meet the growing demand for the type of learning experience acquired by those who attended the first conference in 1972. Four regional sites were chosen; Chicago, Boston, New Orleans and San Francisco, to make it easier for more educators to attend.

At this 1973 National Conference on Grading Alternatives we hope to provide you with:

1) a clearer understanding of the major issues surrounding the controversy over grading practices persently used in our schools.

2) an opportunity to hear educators of all persuasions to have a platform for their points of view concerning grading practices and to encourage the sharing of widely differing experiences among those taking part.

3) information about grading alternatives currently being practiced in a range of urban, rural and suburban schools and the pros and cons of each alternative.

4) action strategies to facilitate appropriate changes in current grading practices in your school.

"Performance Evaluation"

SPEAKER:

Dr. William J. Bailey
Assistant Superintendent
New Castle-Gunning Bedford School District
New Castle, Delaware 19720

ACADEMIC BACKGROUND:

B.S. - University of Michigan
M.A. - University of Michigan
Ed.D. - Michigan State University

PERSONAL ACTIVITIES:

Served as teacher, counselor, assistant principal and principal in Michigan public schools.

Taught Educational Psychology and Educational Administration at Michigan State University.

Principal of Concord High School in Wilmington, Delaware, where grading changes along with other innovations were initiated.

Current interest in establishing open classrooms in the elementary and middle schools and a district-wide K-12 humane accountability system.

Published articles on differentiated staffing, teacher change, performance evaluation, self-concept and the non-graded high school.

Involved in the writing of two professional books on educational change and active with consulting, workshops and speaking assignments on drug education, student involvement, humanizing schools and individualizing instruction.

President-Elect -- Delaware Association for Supervision and Curriculum Development.

PERFORMANCE EVALUATION - WILLIAM J. BAILEY

Any system of evaluation should be based on assumptions and values that are important to the organization. The following assumptions preempt the system:

1. Learning should be evaluated. Taxpayers, parents, and students deserve to know what progress is being made, and the educational system needs to know its efficiency.
2. An evaluation system does not have to be competitive vis-'a-vis student vs student. In a sense, the only competition necessary is the student competing with the course objectives.
3. The best kinds of motivations are intrinsic. An atmosphere must prevail in which students are motivated to learn as opposed to working for grades. A positive, self-motivating and mentally healthy environment will in fact result from a non-competitive evaluation system.
4. Evaluations should be individualistic. Since each individual learns at different rates and in different ways and the curriculum has been designed to account for those differences, an evaluation of student progress must be appropriate to his needs.
5. Evaluation should be as specific as possible and based on actual performance.
6. Schools have an obligation to share a student's progress with interested parties at the students' request.

There are seven basic steps to take to implement the above assumptions.

They are as follows:

1. Decide the content to be learned in general, topical terms.

2. Write concepts for the major topics. A concept is something that is to be learned.

3. State these concepts in the form of behavioral or performance (a better term) objectives.

4. Plan the learning activities that will allow the learner to achieve the stated objectives, allowing for alternative paths.

5. Design the assessment tasks for each activity and each objective. These are usually in the form of tests which are teacher designed but have agreement with the department, team, or administration.

6. Describe the evaluation information on report forms that relate:

   A. FORMATIVE EVALUATION (interim progress reports)

   B. SUMMATIVE EVALUATION (final achievement level)

7. Derive a procedure to evaluate the course based on the achievement of the students.

PERFORMANCE CRITERIA

PERFORMANCE EVALUATION - CONCORD HIGH SCHOOL - WILLIAM J. BAILEY

Analysis of major literary elements (Huck Finn) - Phase III

Character

Objective: The student will analyze in depth the characters of Huck, Jim and Tom -- designating their distinctive qualities, their similarities, and their differences.

Task: (1) The student will write one paragraph each supporting a major trait of Huck and Jim (a total of two paragraphs).

(2) The student will write one paragraph of comparison/contrast supporting a point of similarity or difference between Huck and Tom.

and

(3) The student will write a multi-paragraph paper tracing the stages in the development of Huck's character.

Criteria: Proficiency: valid and insightful hypothesis supported by ample and well chosen evidence

Sufficiency: valid hypothesis supported by scant and/or poorly chosen evidence

No Credit: invalid hypothesis and/or insufficient support

Setting

Objective: The student will analyse the significance of setting, including larger areas and details within descriptions.

Task: Given a passage, the student will list significant details and in one sentence state their significance.

and

The student will write in class one paragraph developed by comparison/contrast stating the significance of the shore and the river. He will use at least three specific episodes in each setting to support his position.

Criteria: Passage -- Proficiency: 9 to 10 well chosen and supported details

Sufficiency: 6 to 8 well chosen and supported details

No Credit: 0 to 5

Paragraph

Proficiency: clear basis for contrast and full use of supporting episodes

Sufficiency: clear basis for contrast but weaker support

No Credit: lack of basis for contrast and/or failure to provide sufficient support

PERFORMANCE EVALUATION - CONCORD HIGH SCHOOL - WILLIAM J. BAILEY

CHEMISTRY-PHYSICS - INTERIM REPORT

_____ _____ _____

Student Date

Levels of Student Operation

S - Sufficiency - Performance of basic skills and understanding of basic concepts.

P - Proficiency - Performance of advanced skills, understanding of advanced concepts, and/or in-depth study

NC - No Credit - Performance below sufficiency requirements.

I - Incomplete - Required tasks in progress to be evaluated at a later date.

M - Mastery - A final grade only. Performance at proficiency level, plus consistent application of advanced skills, concepts and services.

Student Progress

Student is working at _____ level.

Content Areas	Topic Complete	Working On Topic But Not Complete	Topic Not Started	Student Should Be On This Topic To Be On Schedule
1. Communications				
2. Measurement				
3. Kinematics				
4. Dynamics				
5. Motion in the Heavens				
6. Conservation Laws				
7. Kinetic Theory Of Gases				
8. Basic Chemical Principles				

Lab reports: _____ no. complete _____ no. incomplete

	Poor	Fair	Good
Work Habits			
Attitude			
Utilization of time			

Teacher Comments:

Parent Comments are invited on reverse side of report.

_____
Parent Signature

PERFORMANCE EVALUATION - COLLEGE ADMISSIONS - WILLIAM J. BAILEY

The Performance Evaluation College Admissions Survey was mailed to 172 colleges in October, 1972. Over one-hundred (100) have been returned to date and the percentage figures listed below are following a definite pattern.

In reply to the question, "What effect will the new evaluation system have on our graduates chances of being accepted into your college", the college Directors of Admissions responded as follows:

1. No affect on chances of admission — % in reply group: 60%
   (examples of replies)
   - "Sounds great"
   - "Your new evaluation system is quite thorough and won't hurt the chances of your graduates applying here."
   - "No effect"
   - "Certainly will not have a negative effect...Your system seems superior to to any others we are familiar with."
   - "Your system should enable us to make better admission decisions."
   - "No effect"
   - "Chances will be as good as if a student were evaluated under a letter grade system."
   - "We support your proposed system and anticipate no negative effect - in effect it could have a beneficial effect."
2. Little or no effect on chances of admission (with qualifications) — % in reply group: 30%
   (examples of replies)
   - "May place more reliance on the SAT scores."
   - "A special admissions committee will consider your students."
   - "We will process your students on an individual basis."
   - "Little effect except in the areas where the out-of-state quota is small."
   - "No significant effect but we may place more weight on SAT scores."
   - "May slow admissions determinations, but should be adequate."
3. May have a harmful effect on chances of admission — % in reply group: 10%
   (examples of replies)
   - "Large number of applications will make evaluation very difficult."
   - "Adverse effect in that we look for type of student who compares with contemporaries."
   - "30,000 freshmen applications a year and our out-of-state quota will make your lack of GPA and rank in class difficult for us. However, we will still consider your students for admission."

As can be seen, these preliminary results show that 90% of the colleges responding indicate that the new evaluation system will have little or no effect on the students chances of admission. Counselors will be working closely with the colleges who indicated they may have difficulty with the new system to make sure that students are not penalized.

Throw away grades - they fail; and college admissions are no longer an excuse for failing to act!

ELSIE Y. CROSS

Elsie Y. Cross worked for the Philadelphia School System for twelve years, seven of which were spent teaching in an urban high school and the remaining five as an administrator in the Office of Community Affairs, working in Human Relations, Conflict Resolution, community and student organizing. She was director of the Office of Student Affairs where she was primarily responsible for the development and implementation of the Student Bill of Rights and Responsibilities which included a student grievance procedure.

Currently, Ms. Cross is Core Faculty for Goddard College's Masters Degree Program in the Philadelphia Region. She has consulted with a number of school systems, including the Houston Independent School District, East Cleveland School District, Richmond Independent School District, Alexandria, Virginia, New York City and Prince George's County School District, Maryland.

ALLAN BARSON

Principal- Powell School District
Philadelphia, Pennslyvania

He is an experimenter in the use of innovative practices for urban school children.

Recommendations from the School District of Philadelphia's Committee on Pupil Progress Reporting

The committee on pupil progress reporting has been in existance for several years in Philadelphia (consisting of teachers, administrators , and parents). They have produced a number of salient publications,such as " Building Learning Power" (a description of policy guidelines for the non-graded school), various reporting forms to be used by an individual school in implementing the non-graded concept and a guide for parent-teacher conferences.

Presently, the committee is piloting a model program for pupil progress reporting in eight schools throughout the city and based on this experience will recommend to the superintendent a planned ,experiential program to be implemented in all elementary schools in Philadelphia for uniform change by September, 1975. This is an unique program for any large city school system to undertake. The reason for its success and energy can be directly related to the enthusiastic leadership of the Division of Curriculum Planning and Development.

As of this date, the committee has made the following recommendations:

1. All letter and numerial marks should be eliminated in years I-6
2. Reporting devices should be the same for years I-6
3. The report card should be issued twice a year (2nd and 4th period) and a parent -teacher conference should be held twice ayear

(Ist and 3rd periods).

4. The parent- teacher conferences should be an integral part of the reporting process ~~and~~ which requires private time that should be accounted for in the school calendar.

5. The reporting process should be descriptive in nature, indicating a pupil's strengths and weaknesses by reporting levels of competency in the basic skill areas (Reading and Mathematics).

SAMPLE FORMS RECOMMENDED BY THE COMMITTEE

To the Parent or Guardian:

PHILADELPHIA PUBLIC ELEMENTARY SCHOOLS PROGRESS REPORT

The Philadelphia School District believes in the philosophy that your child is a unique individual who will achieve maximum success when his instructional program is a personalized one, a continuous one, and a flexible one. In order to implement this philosophy, nongraded organization has been developed.

Evaluation of each child is an important factor in determining what the curriculum will be and how the curriculum will be presented. Rate of progress is determined by an ongoing evaluation.

The Progress Report is distributed twice a year (February and June) and the Parent-Teacher Conference will be held twice a year. The areas of art, music, physical education, oral and written expression, handwriting, social studies, science, health and safety education have not been included in this form but will be reported on during the Parent-Teacher Conference.

The elementary Mathematics and Reading Programs have been divided into 18 and 14 levels of instruction respectively. Each level includes specific skills or competencies to be developed, arranged sequentially according to increasing difficulty. To help you understand the level at which your child is now working, a short description of each level has been provided on a special insert. Because many levels contain new skills to be learned pupils will advance from one level to another according to the proficiencies they have developed in these skills. The teacher's comments on the progress report and during individual conferences will tell you what progress your child has made and the quality of his work.

Please return this card after signing your name to show that you have examined it carefully.

Matthew W. Costanzo
Matthew W. Costanzo
Superintendent of Schools

District Superintendent _____

Principal _____

Teacher _____

	February	June
***READING LEVEL**	_____	_____

Teacher's Comment: Feb. _____

June _____

	February	June
***MATHEMATICS LEVEL**	_____	_____

Teacher's Comment: Feb. _____

June _____

As of September _____ 19____ your child is assigned to Room_____.

*SEE EXPLANATORY INSERTS

PHILADELPHIA PUBLIC ELEMENTARY SCHOOLS

PARENT-TEACHER CONFERENCE SUMMARY FORM

DATE _____

Name of Student _____ Name of Teacher _____

(Please check one)
1st Conference _____ 2nd Conference _____

LANGUAGE ARTS Reading Level _____ Materials used:	Enjoys: Needs help with:
MATHEMATICS Level _____	Enjoys: Needs help with:
SOCIAL SCIENCES Projects:	Enjoys: Needs help with:
ART EDUCATION	Enjoys: Needs help with:
MUSIC EDUCATION	Enjoys: Needs help with:
HEALTH AND PHYSICAL EDUCATION	Enjoys: Needs help with:
SOCIALIZATION Getting along with others. Independence in using time and materials.	Enjoys: Needs help with:

WHAT YOU CAN DO TO HELP

For use in Pilot Program Pupil Progress Reporting - 1972 - 73

Directions to Teacher –
1. Original copy to be placed in Pupil Pocket at end of school year.
2. Carbon copy to be given to parent(s).

TEACHER'S COPY (MAY, 1972)

PHILADELPHIA PUBLIC ELEMENTARY SCHOOLS

EXPLANATION OF MATHEMATICS LEVELS

CONCEPTS LISTED FOR EACH LEVEL ARE SUMMARIES AND NOT THE TOTAL PROGRAM. AT ALL LEVELS, REVIEW AND STRENGTHENING OF NUMBER FACTS ARE STRESSED.

LEVEL I

Counting to 30
Developing mathematics vocabulary
Comparing groups from 1 to 9
Reading and writing numerals from 1 to 9

LEVEL II

Introducing the number line from 0 to 10
Introducing symbols for order relations (< , = , >)
Adding and subtracting with sums to 5
Understanding the concept of one-half
Recognizing common shapes

LEVEL III

Counting to 100
Using ordinal numbers to 31st
Adding and subtracting numbers with sums through 9
Developing the relationship of penny, nickel and dime
Graphing data relating to the children's social situations

LEVEL IV

Exploring odd and even numbers; and skip counting
Adding and subtracting tens
Understanding multiplying and dividing with products to 10
Writing and solving number sentences
Constructing and using monthly calendars; telling time to the quarter hour

LEVEL V

Using expanded notation to understand addition and subtraction
Adding and subtracting with sums to 18
Multiplying and dividing with products to 18
Introducing decimal notation for U. S. money
Exploring the concepts of lines and line segments

LEVEL VI

Renaming numbers using hundreds, tens and ones
Adding and subtracting of two-place numbers with regrouping
Multiplying and dividing numbers with products to 45
Introducing the number line for fractional numbers
Comparing commonly used units of measure

LEVEL VII

Understanding four-place numerals
Regrouping in addition and subtraction
Exploring properties of the operations
Recognizing equivalent fractions
Constructing and interpreting of graphs

LEVEL VIII

Adding and subtracting three-place numbers with regrouping
Multiplying tens by ones with regrouping
Dividing tens by ones with remainders
Solving two-step problems
Relating fractions to division
Developing the concept of region

LEVEL IX

Represents enrichment content for Levels I through VIII.
(Pupils are not checked at this level.)

This is only a partial list

EXPLANATION OF READING LEVELS

It is important that while they are acquiring the skills necessary for reading, pupils also develop a desire to read. It is generally recognized that enjoyable experiences with literature provide powerful motivation for reading. As part of their regular reading program in school children are given much good literature. They should also be encouraged to read at home, for our ultimate goal is to develop readers who like books and who choose to read.

LEVEL I

Word Recognition Skills

1. Recognizes likenesses and differences in forms, letters, words, and sounds
2. Recognizes letters of alphabet
3. Begins a sight vocabulary

Comprehension Skills

1. Interprets pictures and stories read to pupil
2. Recognizes own name, labels, titles, etc.
3. Composes stories for teacher to record

Study Skills

1. Handles a book with ease
2. Locates picture items from teacher directions
3. Understands purpose of Table of Contents

LEVEL II

Word Recognition Skills

1. Learns necessary sight vocabulary of materials being used
2. Understands and uses beginning and ending consonant sounds
3. Understands and uses plural forms and inflectional endings
4. Understands and uses alphabetic sequence

Comprehension Skills

From looking at picture or listening to story:

1. Understands main idea and supporting details
2. Draws inferences and makes judgments
3. Understands sequence
4. Classifies pictures, words, phrases

Study Skills

Understands and uses

1. Page numbers, title page, and Table of Contents
2. Follows simple written directions

LEVEL III

Word Recognition Skills

1. Understands and uses 2 and 3 letter blends
2. Understands and uses vowels short and long
3. Understands and uses compound words
4. Understands and uses contractions and possessives

Comprehension Skills

1. Classifies phrases, sentences, ideas
2. Understands and uses main ideas, supporting details, inferences
3. Begins to understand cause and effect

Study Skills

1. Masters alphabetic sequence
2. Uses Table of Contents
3. Uses simple picture dictionary

LEVEL IV

Word Recognition Skills

1. Uses consonants, digraphs, blends in all positions
2. Understands and uses short and long vowels and vowel digraphs
3. Understands and uses diphthongs
4. Begins syllabication (open and closed syllables)
5. Understands and uses irregular plurals and other variant endings

JAMES A. BELLANCA

Coordinator Center for Self Directed Learning, New Trier East High School, Winnetka, Illinois

National Consortium of Experimenting High Schools

Co-Author of COLLEGE GUIDE FOR EXPERIMENTING HIGH SCHOOLS

Workshop Facilitator/Consultant: Chicago Directors of Religious Education, Chicago Alternative School's Network, People for Educational Options, NASP, AACROA, NACAS, Center for Grading Alternatives, Northwestern University MAT Program, Webster College, Ottawa University Faculty Development

ACADEMIC BACKGROUND

B.A., 1960 St. Norbert College, Philosophy and Latin
MA , 1962, University of Illinois, English
Masters' Candidate for M. ED., De Paul University, Ed. Adm.

PERSONAL ACTIVITIES

Taught English, Latin and Speech, Archmere Academy, Claymont, Delaware, 1960-61.

English, Rich East, Park Forest, ILL, 63-64

English and Film, New Trier East, 1964-71

Coordinator, Tutorial Assisted Instruction, New Trier East, 69-71

Married and father of three children

THE CENTER FOR SELF DIRECTED LEARNING
AN OPEN COMMUNITY

NEW TRIER HIGH SCHOOL EAST, WINNETKA, ILL.

The Center for Self Directed Learning, an open-school within a school, is a community of learners. With the support of his community group and advisor, each of the 150 volunteer students sets his personal goals, plans the method and content of appropriate learning experiences, works alone and/or in small groups, and evaluates his own performance with a view toward restarting the process. Although he may operate inside or outside the school walls, in a seminar, a small group, or by himself, guided by peer-tutors, advisors, student-teachers, certified staff, or community volunteers, using books, games, tv, films, tapes or the direct experiences of feeling, making doing, or thinking, he strives continually to learn how he can better direct his own growth as a person so that he may clarify his values and improve the quality of his relationship with his community and his environment.

Integral to an open learning community is an evaluation process designed primarily to help the student gain additional insight into his unique learning process. As a secondary purpose, the evaluation should provide the parent with a quality source of information by which he might feed the child's growth. Thirdly, the evaluation should provide information needed by the graduation committee to ascertain the student's graduation requirement. Finally, the evaluation should provide information to colleges and employers so that judgments helpful to the student can be made. In order to achieve these ends, the Center students, faculty, and parents have agreed to the following guidelines :

1. Each semester, the student will prepare a portfolio of his completed work. The portfolio will contain the following:

A. Complete written evaluation which describe resources used, content mastered, skills acquired, self-evaluation of learning experience, and a professional evaluation by a resource person.

B. Samples of completed work.

C. A synthesis of the individual evaluations compiled by the advisor and the student in the extended conference. The synthesis is the transcipt for Center Students.

2. The synthesis-transcript is mailed to colleges along with the transcript of courses completed in the parent program. A college admissions officer who wishes to study the complete evaluations of a Center student may request that the complete evaluations be forwarded. Such requests should be addressed to the Center Coordinator, New Trier High School East, 385 Winnetka Ave, Winnetka, ILL.

3. The portfolio materials are reviewed by a special committee when a student and his advisor feel that he is ready to graduate. The committee, guided by specific criteria, examines each case and recommends or denies admission to a " final semester." If recommended, the student implements his semester proposal of study and works with his graduation committee to evaluate his performance.

THE CENTER EVALUATION SYSTEM AND COLLEGE REACTIONS

The Center planning committee developed an evaluation system which would help each student attain the program's objectives. This system was designed to help the student learn how to direct his own learning and not merely to be told his relative degree of accomplishment through an impersonal alphabet letter. As a consequence, the committee could find no justification for the traditional letter-grade system, nor for the newer Pass-Fail alternative.

The Center evaluation process distinguishes between evaluation and the reporting of evaluation. Although the reporting process is important for parents, college admissions offices, and future employers, the Center committee devised a "clarifying" process, as distinct from evaluation "reporting," so that students could clearly clarify the "now" learning, rather than focus on a "future" letter grade. While such a distinction may appear overly refined, the committee believed that present attitudes regarding "the grading game" made imperative this distinction.

The learning clarification process begins when the student decides what learning he wants and needs. ("I need to become more organized." "I need to learn to make decisions independently." "I want to find out what I'm really interested in." "I want more self-discipline.") With the aid of his advisor, his teachers, his parents, and his community group, he chooses the means to satisfy his needs. If for instance, Sue has decided "to develop my creative capabilities," and has not chosen any activity or learning experience which might lead to this end, her community group might point this out and help her perceive possible alternatives (an art internship? a science project? a creative writing seminar?).

As the year passes, Sue will review her chosen learning experiences with her community group. On one occasion, she might present her sculptures to the group or discuss her sketches; at another time, she may seek the group's advice on a conflict between her intensive need to practice writing skills, and her propensity to read indiscriminately; another occasion may bring an examination of Sue's total accomplishment as compared to her original intent. Such possibilities for constant review and redirection become more open, more probing, and more meaningful as the student masters the nuances of self-clarification, and grows with and through the process.

In addition to the work with the community group, each student discusses the learning experience with his teachers and advisor. Strengths and weaknesses are assessed, recommednations for new direction made, and support provided as needed. As with the community group, clarification is not an end product but an ongoing process which supports and guides the student by asking him to consider carefully his objectives (Are they the important ones for me? Are they valid?), the means to the selected objectives (Have I selected the best means to reach each objective? Have I selected means appropriate to each objective?), the effects of his work (What can happen to me as a result of what I choose to learn?), and new directions based on insights garnered from the clarification process.

In order that the clarification process profit the student, he is encouraged to maintain a log. In the log, he records not only what he has accomplished or learned, but also his reactions, thoughts, and feelings about the new insights gained. This record, along with the products of his work, will help him recall more vividly the experiences relevant to his learning.

Secondary to the clarifying process is the reporting process. The reporting process was established to communicate to parents and to college admission officers the results of the clarifying process. The extent and content of clarification reported to parents is arranged by the family with the advisor. To some, it is agreeable that day-to-day discussion between the student and his parents provides satisfactory "reporting." Other families prefer a quarterly written report which summarizes the progress of the student, while some prefer a parent-student-advisor conference.

The second aspect of the reporting process involves communication to college admission officers. Because 85% of New Trier graduates attend college, each Center student is encouraged to prepare a broadbased portfolio of credentials. These credentials should include samples of his work, clarification responses, semester summaries of work completed, and teacher written evaluations of specific courses or learning experiences which would indicate his preparedness for college work or a specific vocation. Although the self clarification receives the emphasis, the student does acquire a packet of written teacher evaluations which indicate what was studied, what method was used, the student's strengths and weaknesses, and recommendations to the student for improvement.

"But," ask many parents, "how are the colleges going to react to written evaluations?" "What about Carnegie units?" How will 'prestige' schools react to a self clarification, self created curriculum?" To answer these questions the Center surveyed the attitudes of two hundred and ninety colleges and universities.

Questions one and two in the survey asked about review procedures. In response to question one, "Will you be willing to review an application for admission that includes anecdotal evaluation summaries rather than grades, credit, and class rank?," fifteen replied, "No." In each case, the respondent indicated that the policy, established by state law or a Board of Regents, required that each applicant present grades and class rank. "Admissions requirements," wrote the State University of Wisconsin at Whitewater, "are established by University of Wisconsin Board of Regents. Students must provide rank in graduating class. Uncertain as to any change in policy when Board reviews admissions criteria for newly emerged system."

In response to question two, "Will you be willing to accept a student who had completed a program of studies that does not include such traditional course requirements as three years of English and two years of mathematics, provided he demonstrates competency on College Board achievement tests or placements tests?",[1] seventeen institutions argued that present policy required specific courses or units in the credentials. "Our Board of Regents," wrote the University of Arizona, "has not given us authorization to excuse an applicant from presenting a prescribed pattern." In addition, five other schools indicated that certain university colleges, such as engineering or nursing, would demand specific units in math and lab science. All other schools surveyed, as in question one, responded affirmatively.

1 The question as stated takes a harsher position than the real programs of Center students. Since a Center student develops his learning program in light of personal goals, those considering college are very cognizant of general college requirements and are advised to understand the special requirements in the particular field of interest. A student of visual arts for instance, must be cognizant of special requirements in his area, just as a student seeking admission to an engineering college must plan to meet the requirements in that field.

Question three inquired about the university's or college's policy regarding "applicants who have graduated from programs similar to that of the Center.[2] Nine schools indicated a specific policy which, in effect, established a waiver of standard policy.[3] The University of Illinois, for instance, has instituted a "special action policy," while California (Berkeley) requires a special exam.

Question four asked "If you have admitted students from programs similar to the Center's, have these students been academically successful?" Not a single responding school had studied formally the performance of students from non-traditional alternatives. The few responses, all speculative, personal opinions, covered a continuum from Boston U.'s "more difficulty in structured areas such as engineering and science" to Nebraska's "no difference," to Creighton's "do very well."

Although more than ninety percent of the responses said "Yes" to questions one and two, qualifications within the affirmative spectrum need attention. The affirmative responses were broken into seven sub-groups:

A. Reluctantly. The schools in this category will review teacher-written evaluations, but generally each felt that such evaluations are inferior to grades. They prefer, due to staff limitations, to review the "objectified" data provided by grades.

B. SAT, ACT forced. This group prefers grades. Without the grades and the grade point average, these schools would place greater emphasis on SAT or ACT scores. Generally, however, each felt that this policy was unfair to the student who performed poorly on standardized tests.

C. Yes, under inquiry's specifications. This group would review an application which was accompanied by the other information to which the Center questionaire referred (anecdotal evaluations, and non-traditional units).

D. SAT or ACT, plus fair consideration of other materials. These schools would place emphasis on SAT or ACT tests and would review other submitted materials which would allow for a "fair and honest" selection or rejection.

E. Individualized Consideration of All Materials for Total Composite. This, the largest group, would review carefully all appropriate materials which would help the admissions staffs make a sound judgment based on information helpful to fair differentiation. Many verbalized that grades, thought by some to be "objective", are less valuable and less valid measurements than a written evaluation. Furthermore, several responses in this group referred to D. T. Lavin's The Prediction of Academic Performance.

[2] The questionaire was attached to a description of the Center.

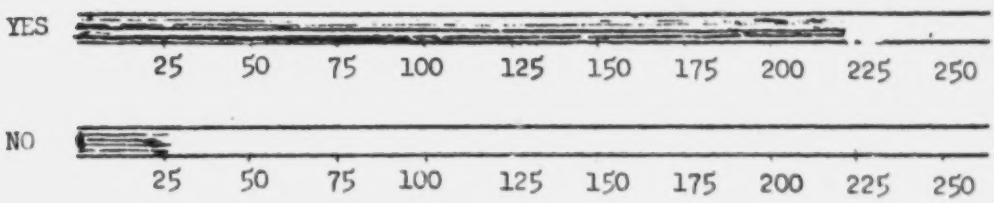
[3] Michigan, Illinois (C. U. and Circle), Northeaster (Ill.), Colgate, Western Illinois, Colorado, California. See Illinois response in Addenda.

This book showed that grades are not the "predicator of success" they are argued to be. Admissions offices which accept Lavin's position are flooded with quality applicants and seem to appreciate the in-depth information provided by written teacher evaluations.

E. Advantageous consideration. Because schools approach learning in a structure similar to the Center's, they would welcome credentials from Center students.

F. Special Method. Although these schools have a policy requiring the submission of grades, class rank, and test scores, they have instituted a special method to review credentials of qualified students with non-traditional credentials. The University of Illinois, for instance, refers non-traditional credentials to a "special action" committee consisting of the Dean of the college to which the student is applying.

Graph #1
Distribution of "Yes" and "No" Responses to the College Questionaire



As the NACAC[4] survey indicated, colleges still rely most heavily on grades as the primary predicator of success. Because no single effective predicator exists, however, each college has molded its own admissions formula. Dependent on personnel available for review of applicant's credentials, the reviewer's personal philosophy of education, the institutions goals, space available in the future freshman class, and a host of other factors, a school operates an admission policy.

To obtain the fairest review of any applicant's credentials, most respondents to the Center inquiry agreed that the following were important.

1. A single measurement tool cannot provide a fair picture of any candidate. Grades, for instance might indicate a high level of achievement for John X from Y High. Without additional information, however, the reviewer can only speculate about motivation, content of learning, and competitive status. On the other hand, a standardized test score such as the SAT, may measure apptitude but provides little insight into

[4] The National Association of College Admissions Counselors, A Survey: University and College Attitudes and Acceptance of High School Pass-Fail Courses, (Skokie, Illinois, 1972).

motivation, habits, or performance. One Dean of Admissions writes, "Our experience suggests that while three years of English, however high the level of achievement as shown by a grade, is no guarantee that a student can read or speak the language; it is also the case that high scores on either the SAT verbal test or the English Composition Achievement test do not guarantee proficiency in English either."

In order to counter-balance the lack of a single " "effective" predicator of college success, most colleges ask applicants to submit at least two performance credentials such as grades and test scores. If grades are not available, written teacher evaluations plus the standardized test scores are acceptable. At least sixty respondents indicated that the written teacher evaluation was preferable to grades and to Pass-Fail, providing the written reports are well done.[5]

2. When grades are not available, written evaluations are prefered to P-F symbols. "Better admissions decisions," wrote one school, "cannot be made with less information." Another wrote: "My main concern is that we do not receive as much information as we formally have. As long as some written evaluation of student work and progress accompanies the record, we are satisfied; but too often it is a case in which a P or F or some other symbol is used to designate the performance for a course and that is not enough."

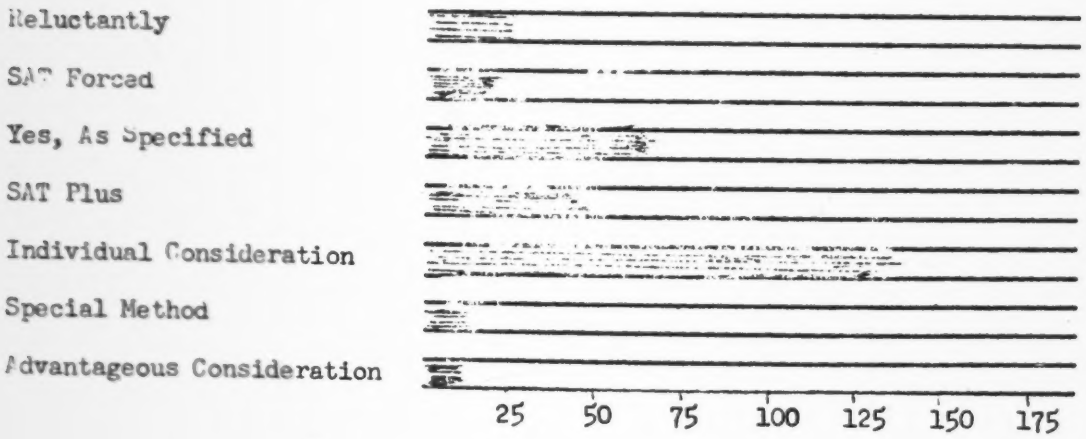
3. A special burden is placed on the writer of each evaluation and the compiler of student credentials. Admissions officers who commented on this point indicated two concerns. First, written evaluations should deal with descriptive material relating the course content and process, the student's strengths and weaknesses, and his achievement relative to other students in the class. Personalit paeons, generalizations about performance and character appraisal will serve no purpose. Suzanne Sato, Assistant Director of Admissions at Williams College, wrote, "The burden falls on the anecdotal evaluations provided by the Center's teachers. I cannot overemphasize the necessity that evaluations be candid (brutally, if need be). Euphemistic, namby-pamby statements are easy to write but impossible to interpret..."

Secondly, a college reviewer would prefer that the portfolio of credentials be well organized. So that the reviewer may know what he is reviewing and why, course evaluations should be grouped carefully and appropriately marked. Other credentials should be clearly identified.[6]

[5]Additional schools indicated a preference for the more detailed written evaluation, but because of limited staff, they were forced to rely on the less reliable GPA or stand dized test scores.

[6]A senior who spends only the 7th and 8th semesters in the Center takes little or no risk regarding his credentials. Review of most student's credentials covers the first six semesters of performance. A senior, therefore, would submit six semesters of grades.

Graph "2
Distribution of Affirmative College Responses



There should exist no doubt, therefore, that a Center student with written evaluations will suffer a handicap at some universities. Although the NACAC report argues that colleges should not determine what system a high school uses or how high school educators can best help students learn, the fact remains that many time-pressured admissions officers overwhelmed by thousands of applications to read have little time to consider the negative effect grades wield at the secondary level, Thus, grades are still preferred as the primary credential, if for no other reason than their ease of handling. "What's wrong with a little grade...if for no other reason than to save the tired eyes of the reader."

In order to minimize any handicap which might exist, and in order to emphasize evaluation as a learning aid rather than as the destructive weapon grades appear to be, the Center will report evaluations under the following guidelines.

1. Each student will submit teacher and self evaluations to his advisor. The college counselor will prepare a well organized summary of the contents. The summary will include a clear grouping of learning experiences according to subject matter, and whatever comments are required by the particular school. Grades earned in the parent school, test results, and other required data will be forwarded on the regular transcript form.
2. In addition to the SAT and ACT test, Center students are encouraged to take the CLEP[7] test. This will provide an additional tool to the college reviewers.
3. The New Trier Career Guidance Department is gathering information on those colleges and universities which provide programs similar to the Center's. For many reasons, the number number of programs is expanding rapidly at the college level. In addition, a parent or a student who contemplates joining the Center and who wishes additional informatiom about a

[7] College Level Entrance Placement, Test.

particular university's policy regarding admissions review, should review the questionaire response of that college or write directly to the college. Copies of all responses are available for review in the Center office (Rm. 100) or in the Career Guidance Office (Rm. 201).

4. Teachers and students receive very specific instruction and practice in the processes of clarifying, evaluating, and reporting. Although admissions officers accept the statistical letter and course name as sufficient information in a traditional grading system, they require, for some illogical reason, a detailed description of each course, including materials used, content covered, and process used, as well as a detailed listing of objectives, what learned and not learned, strengths and weaknesses, and other information which will help them make a fair decision. They quite logically, therefore, need this material presented in as organized, concise, and accurate manner as possible.

The Center in philosophy and practice is committed to helping students learn. The Center, working on the principle that "any information will have an affect upon the behavior of an individual only in the degree to which he has discovered the personal meaning of that information to him," has constructed an "evaluation" system which will support the application of this principle. Because formal grades will not provide a similar support, the Center cannot justify the use of grades. A student who would like to join the Center, but who places an absolute priority on grades for college admission over the discovery of one's own learning processes, should not join the Center. Likewise, if a parent cannot accept the Center's evaluation process, or any other major aspect of the program, he should not give his permission for the student to join. Finally, if a student has narrowed college selections to a specific university which will not review his written evaluations, he should not join the Center.

Because most admissions officers focus their attention on the student-type which the "college needs," they have little awareness for the "learning needs" of the high school student. "High school," said one response, "is a road to college. Grades are the paving stone." This attitude leads to a dependence on grades and class rank. Until such time as college admissions officers find a "predicator of success" which will provide a selection device more valid than grades, the written system provides the alternative most acceptable for college admissions review, This reality must enter into any decision to join or not the Center.

For those students who feel they can benefit by concentrating attention on "learning how to learn" and who are not overly dependent on grades as a motivating device, the Center with its evaluation system should help them.

Colleges' Responses to The Center Survey

1. No

Butler
Cincinnati U.
City College of New York
De Pauw
Fresno State
Grambling
Grinnell
Iowa State
Oklahoma U.
Texas U.
University of the South
Virginia U.
Wisconsin State (Oshkosh)
Wisconsin State (whitewater)

2. Yes

A. Reluctantly

Briarcliffe
Bucknell
Canisius
Carol Lawrence
Carthage
Clark
Clemson
Colorado U.
Connecticut U.
Denison
Earlham
Fairleigh Dickenson
McGill (Pittsburgh)
Miama (Ohio)
Michigan U.
New York U.
Northern Arizona
Oregon U.
Pacific U.
Pine Manor Jr. Col.
Pitzer
Rensselaer
Rutgers
Southern Methodist U.
Saint Olaf
Wheaton (Ill.)
Washington & Lee

B. SAT, ACT Forced
Grades Preferred

American U.
Antioch
Arizona State
Boston College
Indiana U.
Macalester
Northern Colorado
Sarah Lawrence
Scripps
Shimer
Smith
Southern Ill.
Sweet Briar
St. Louis U.
Tulane

C. Yes, under inquiry's specifications

Albion
Barat
Bryn Mawr
Centenary Col. for Women
California U. (Berkley)
Columbia (N. Y.)
Concordia
Culver Stockton
Converse Col.
Dartmouth
Duquesne
Evansville
Fort Lewis Col.
George Washington
Gonzaga
Hiram
Holy Cross
Hope
Illinois Col.
Kendall
Louisville U.
Marquette
Millikin
Missouri U.
Monmouth
Minnesota U.
Nathaniel Hawthorne
Newton Col.
New York U.
Niagra
Northeastern (Boston)
Northland .
Philadelphia
Princeton
Principia
Randolph Macon
Rice
San Francisco U.
Scripps
Skidmore
Southern Colorado
Southern Ill.
Stephens
South Florida U.
Texas Christian
Transylvania
Tufts
Tulsa U.
Valparaiso
Vanderbilt
Villanova
Wells Col.

D. SAT or ACT plus fair consideration of other materials

Amherst
Arizona U.
Bates
Bowdoin
Clark
Drake
Duke
Emory
Hanover
Hartford U.
Hofstra
Howard
I. I. T.
Ill. State (Normal)
Ill. Wesleyan
Indiana State
Iowa U.
Kalamazoo
Lewis Col.
Louisville
Michigan State
Nebraska U.
New Mexico State
New Mexico U.
Notre Dame
Northern Ill. State
Oberlin
Rockford
Saint Louis U.
Southern Ill. (Evansville)
Sullins
Vanderbilt
Webster
Wayne State
Wellesley (Mass.)
Williams

E. Individualized consideration of all materials for total composite

American University
Art Institute (Chicago)
Bennington
Boston U.
Bowling Green State U.
Bradley U.
Brandeis
Carleton
Carnegie Mellon
Carroll
Chatham
Chicago U.
Chicago Academy of Fine Arts
Claremont Men's Col.
Colby
Colorado State
Colorado College
Columbia (Mo.)
Cornell U.
Cornell Col.
Connecticut U.
Creighton
Denver
Detroit
Drew
Florida Presbyterian
Georgia
Goucher
Hamline
Harvard
Kent State
Kenyon
Knox
Lake Forest
Lakeland
Lawrence U.
Lehigh
Lewis and Clark
Lincoln Col.
Loyola
MacMurray
Manhattanville
Mills
Middlebury
MIT
Mundelien
New Rochelle
Ohio U. (Athens)
Park Col.
Penn. State
Pomona
Pratt
Puget Sound U
Radcliffe
Regis
Rochester U.
Roosevelt U.
Saint John's (Collegeville)
Saint Olaf's Col.
Simpson
Southwestern (Memphis)
Stanford
Swarthmore
Union Col.
Vassar
Washington U.
Washington U. (St. Louis)
Wesleyan
Wheaton (Mass.)
Wilmington
Wisconsin (Greenbay)
Wisconsin (Madison- some standard unit requirements)
Wittenburg
Xavier
Yale

F. Advantageous Consideration

Augustana
Columbia (Chicago)
Dominican
Hampshire
Johnston College, U. of Redlands
New College (Sarasota)
Saint Mary's (Minn.)

G. Special Method

Colgate
Michigan U.
Northeastern Illinois
Ohio State
U. of Ill. (Circle)
U. of Ill. (Champaign)
Western Ill.

KEITH BURBA

Principal- Harrow Elementary School
Beecher School District, Flint Michigan

Academic Background

A.B.- Olivet Nazarene College
M.A.- University of Illinois
Specialist- Eastern Michigan University

Personal Activities

He has had teaching experience in elementary, junior high, and high school areas.

Presently, Harrow School is implementing the I.G.E. concept along with the descriptive narrative reporting system.

BEECHER SCHOOL DISTRICT PUPIL PROGRESS REPORT

BUILDING 40 RM 008 TEACHER- MR. FRANCISCO GRADE 06

STUDENT NUMBER- 792240 STUDENT NAME- Hill Yvette

PART I- CONDUCT AND ATTITUDE

Has confidence in himself
Is courteous
Is becoming more dependable
Is becoming more responsible
Starts constructive activities on his own
Give courteous attention to others
Makes adjustments to new situations easily
Joins in classroom activities and participates willingly
Is interested in self-improvement
Completes work
Set goals and reaches them
Is a good listener
Speaks too softly
Makes helpful contributions to class plans

LANGUAGE ARTS

ORAL READING

Is able to read silently
Keeps place during oral reading
Observes punctuation during oral reading
Takes part in class discussion
Reads aloud with ease

SILENT READING

Remembers and interprets what he reads
Follows sequences of ideaas
Recalls details
Evaluates actions and traits of characters
Selects books to satisfy personal interests

ENGLISH

Work is up to grade level
Able to recognize a verb
Recognizes adjectives
Punctuates correctly
Able to recognize complete sentences

REFERENCE SKILLS

Use the dictionary
Uses dictionary to select proper meaning of words

SPELLING

Generally spells accurately above grade level words

HANDWRITING

Writing is clear and neat

MATHEMATICS

Works well at Grade level
Knows multiplication facts for grade level
Multiplies mult-digit numerals
Needs further work in dividing multi-digit numerals
Can round off numerals to nearest ten
Can work story problems

SCIENCE AND HEALTH- is working up to grade level

TEACHER COMMENT CATALOG FOR BEECHER SCHOOL DISTRICT

CATEGORY 1000 = Part I- CONDUCT AND ATTITUDE

Comment No.-	Associated Teacher Comment
1011	Is friendly
1021	Is well liked by classmates
1031	Has confidence in himself
1041	Lacks confidence in himself
1051	Is sometimes moody
1061	Often seems unhappy with self
1071	Lacks a sense of humor
1081	Has a sense of humor
1091	Is Sympathetic to others who are in difficulty
1101	Does not accept his own mistakes
1111	Is courteous
1121	At times shows lack of respect for others
1131	Respects others and their property
1141	Does not respect others and their property
1151	Respects school property
1161	Does not respect school property
1171	Is dependable
1181	Is not dependable
1191	Is becoming more dependable
1201	Accepts responsibility
1211	Is becoming more responsible
1221	Shows ability as a leader
1231	Starts constructive activities on his own
1241	Needs to be encouraged to start constructive activities on his own
1251	Is willing to take directions from the teacher
1261	Needs to be encourages to play with other children
1271	Needs to listen courteously when others are talking
1281	Gives courteous attention to tothers
1291	Respects the efforts of others
1301	Needs to respect the efforts of others
1311	Is improving in habits of courtesy
1321	Needs help in habits of courtesy
1331	Worries about failure

ARTHUR COMBS, PH.D.

Psychologist-Educator. Professor of Education
University of Florida

ACADEMIC BACKGROUND:

Studied with Carl Rogers at The Ohio State University

PERSONAL ACTIVITIES:

Director of Humanistic Center of Education, University of Florida
Nationally known consultant and speaker
Past President of the Association for Supervision and Curriculum Development
Author of: "The Professional Education of Teachers: A Perceptual View of Teacher Preparation," and "Helping Relationships: Basic Concepts for the Helping Professions."
A real pioneer in the Perceptual and Humanistic Psychology movement.

GRADING AND HOW PEOPLE GROW

Arthur W. Combs
University of Florida

Whatever we do with the problem of grading will be a function of the beliefs we hold about the nature of motivation and learning For a long time our educational system has been predicating much of its operations of inadequate concepts of these two matters. We have conceived of the problems of motivation and learning in the S-R conception which most of us in this audience cut our teeth on. In this view motivation is seen as manipulation of the stimulus by an outsider and learning is seen as change in behavior usually accomplished by management techniques manipulating the stimulus and/or controlling the response. Education has lived in the grip of these conceptions for years. Currently we are beginning to understand the problems of motivation and learning in a different way.

As a consequence of humanistic approaches to psychological thought we are beginning to understand the problem of learning in more holistic terms as a problem in the discovery of personal meaning. The basic problem can be simply stated as follows: <u>any information will have an effect upon the behavior of an individual only in the degree to which he has discovered the personal meaning of that information for him.</u> This principle has vast implications for all aspects of education. It means that learning happens inside people. It is a subjective experience. The behavior we observe is only a symptom of that which is going on within the individual. An educational system exclusively preoccupied with behavior and behavior change is a system dealing only with symptoms and is likely to be no more effective than the doctor who only treats

symptoms without ever dealing with their causes.

In these terms it is necessary to understand that all learning is affective. Indeed, affect must be understood as a question of relevance. Feeling or affect increases directly in terms of the individual's perception of the importance of any particular event to the self. Concepts which are not seen as having a bearing upon self can be dealt with objectively, without feeling. Events having to do with ones basic self, however, are another matter. They are dealt with with feeling. Whatever matters to the self will be dealt with in feeling terms and education must be affective or there will be none at all.

If learning is understood as the personal discovery of meaning then motivation becomes an internal matter having to do with people's beliefs, attitudes, feelings, values, hopes, desires, and the like. Learning, in this sense becomes a problem in the discovery of personal meaning and whatever happens in the classroom must be understood in these terms. The dynamics of what goes on in the classroom can only be adequately understood in terms of the teacher's purposes, what she is trying to do on the one hand, and the child's perceptions of what seems to him to be going on on the other. How the activities of the classroom look to an observer looking on at the process is likely to be very largely irrelevant. What happens is a function of the perceptions of teachers and children. The perceptions of outside observers about what is going on in the classroom can actually lead us to totally wrong conclusions about what is going on there.

This new conception of learning emphasizes the absolutely crucial character of the student's self concept. We now understand that an

individual's self concept determines his behavior in almost everything he does. It also affects his intelligence, for people who believe they are able will try and those who believe they are unable will not. It plays a highly important role also in the goals of self actualization and the degree to which an individual is likely to achieve a high degree of health and effectiveness. The self concept, however is learned from the feedback we get from the people who surround us in the processes of our growing up and living. Positive views of self are characteristic of healthy individuals while negative views of self are characteristic of the sick and neurotic. Thus, self actualization becomes a problem in the fulfillment or deprivation of self and effective learning, as a problem in self discovery must somehow lead to positive views of self.

If learning is a problem in personal discovery its achievement is brought about through effective problem solving. This means that classrooms must challenge students without threatening them. When people feel threatened they are turned off. Threat has the effect of narrowing perception and forcing self defense neither of which characteristics are conducive to the goals of education. Challenge on the other hand encourages and facilitates the processes of learning. People feel challenged when they are confronted with problems that interest them and which they believe they have a chance of mastering. People feel threatened, on the other hand, when they are confronted with problems they do not feel adequate to handle. Whether people feel challenged or threatened by whatever goes on in the classroom, however, is not a question of how it seems to the outsider but how it seems to the student

himself.

Whatever is done in the name of education must deal with four criteria and the problem of grading is no exception:

1. Is the objective sought by whatever is done the truly important one? At the present time we are going all out for behavioral objectives and accountability and the net result of all this is that frequently we are letting our objectives be determined by default. We measure what we know how to measure rather than what we need to measure and as a consequence our objectives frequently deal only with the simplest most primitive aspects of the problem. The real sickness of American education today is its irrelevance and dehumanization. We cannot afford to concentrate our evaluative devices upon less than the most important aspects of education. After all, we can get along better with a bad reader in our society than with a bigot. It is important to recognize that systems approaches are means to guarantee arrival at our objectives. Applied to the wrong objectives they will only guarantee that our errors are colossal!

2. Is this device the best way of achieving the objective we have decided upon? Here we must ask whether the techniques we are using to achieve the objectives we have determined upon will truly measure the goals we seek. We know that intelligence is correlated with foot size but few of us would utilize the size of a person's foot as an adequate measure of intelligence. The importance of the adequacy of the sample is a fundamental principle in research. It ought not be overlooked in determining the objectives of education.

3. The effect on the user is often ignored in the introduction of techniques to the educational process. Never the less, its effects

are inevitable and whatever we do in the way of assessment of human beings necessarily controls attention, focuses behavior and determines the goals that teachers seek. These effects must certainly be considered in whatever we do in the way of applying to the educational system any system of assessment.

4. Finally, the effects on the student must be considered in whatever we do in assessing classroom operations. This means we must also be concerned about the side effects that occur in respect to whatever we do. The medical profession is very careful to check out the side effects of any new drug which they introduce but in education we often ignore these side effects. It is necessary to remember that the student brings his self concept to class with him and whatever happens in the classroom is affecting his self concept as well as the concepts he acquires with respect to a body of knowledge. These effects on the self concept cannot be ignored because they are inconvenient to the learning process. The laws of learning cannot be set aside. They must be dealt with lest we "lose on the bananas what we made on the oranges."

If learning and motivation is to be seen in the humanistic ways we now begin to understand them then all of us must actively check ourselves and our classroom procedures, including the problems of grading and assessment, to search out the barriers to personal discovery wherever they exist and remove them from the path of the student. At the same time all of us must learn to value problem solving and personal discovery in the light of our new conceptions of learning and actively seek to stimulate and encourage student involvement, commitment and personal discovery in every way we can in whatever area of human growth for which we are responsible.

Richard Curwin, Ed. D.

Asst. Prof. of Education, S.U.N.Y. at Geneseo

Academic background:

University of Massachusetts, A.B. in English

University of Massachusetts, Ed.D.

Personal activities:

Co-authored:

Curwin G., Curwin R., Kramer R., Simmons M., and Walsh K., Search For Values, Pflaum Publ. Co., Dayton, 1972.

Curwin Richard, Barbara Fuhrmann, Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching, Prentice Hall, N.J. Due out in spring 1974.

Has worked as a consultant in the following areas: Improving teaching behaviors, with an emphasis on self evaluation; humanistic education, values clarification, and grading and evaluation.

Is currently developing the affective component for a Performance Based Teacher Education program for S.U.N.Y. at Geneseo as part of the New York State New Style Certification program.

Competition in the Classroom

by Richard Curwin

Many educators feel that competition is an essential, vital part of the American way of life. Schools need to prepare students for coping with the competitive system by their exposure and involvement in it. Students should learn to play the game and win throughout life. On the other hand, there are educators who believe that cooperation is more necessary to our culture, and that we cannot survive without a de-emphasis on competition. Students should learn how to cooperate, not compete. Supporters of both views are certainly able to find sufficient examples of cooperation and competition in society to justify their claims.

I find it inappropriate to generally condone or condemn competition in schools. In some cases competition can be beneficial to some students; just as it can be harmful in others. A look at some of the different aspects of competition may reveal some trends which determine when competition is either helpful or harmful to students. I offer the following four criteria for examining competitive situations in the classroom.

1. Is the competition voluntary or involuntary? Each student is the best judge of whether or not a competitive situation is in his own best interest. A competitive situation that a student chooses freely has a much better chance to be positive than one which is forced upon him. Free choice requires that there are no overt, nor subtle pressures influencing the student's decision making process.

2. Is the emphasis of the competition on means or ends? When Vince Lombardi said that winning isn't everything, it's the only thing, he meant that one must win at all costs. In schools this attitude is costly to winners and losers alike. Advocates of competition claim that it results in pride, teamwork, sacrifice; fundamental skills necessary for success; aspiration for greater achievement levels; and the ability to face defeat with a healthy attitude. By placing our stress on the ends, we destroy the potential of all these benefits, and create a climate that encourages cheating, cutting corners, and general distrust. These unhealthy attitudes hinder learning, and the personal growth of our students.

3. Is the responsibility for enforcing rules on an internal or external agent? In many games the participants defer the responsibility for their actions to judges, referees, umpires, or other authorities. Players are censured by their teammates and others for admitting to breaking the rules. Imagine a baseball player sliding into third base just as the ball arrives from the shortstop. The umpire declares him safe, but he disagrees, calls himself out, and retires to

the dugout. While this example is clearly absurd, I have seen many players declare themselves out or say that they have broken a rule in sandlot games that had no referee or umpire. I feel that deferring the responsibility for enforcing rules promotes moral irresponsibility, especially in learning situations. Students learn an attitude of, "it's okay to do something wrong as long as I don't get caught." They need a chance to develop moral integrity, and the first step is owning the responsibility for enforcing the rules that apply to their own behavior.

4. How many students can win in the competition - a few or many? In a very short time students learn whether they are winners or losers. The self-fulfilling prophesy indicates that successful students become winners in school, and unsuccessful ones become losers. The danger comes when a student transfers and generalizes that because he has lost at one event or activity he is an unworthy person. A competitive system that creates winners at the expense of the losers causes more harm than good. This entrapment can be alleviated bv changing the structure of classroom competition so that all students are capable of winning. There can be a wide variety of types of competition so that a student who loses at one form may have an opportunity to win at another. Classrooms can be structured to make competitive situations based self vs. self, or self vs. a set of individualized standards. Each student can win by doing better than his previous performance, or by surpassing a standard that has been designed from his own unique abilities. Thus, everyone in class can win in any given situation; while no one succeeds at the expense of another. The best standards are those that are determined by the student or through negotiation between the teacher and student.

There are many sources of competition in the classroom. Some of these are tracking; earning privileges and responsibilities (being a corridor marshall or doing errands); social, academic and leadership status; popularity (with students and teacher); sports; teacher's attention; and educational games. Probably the clearest and most prominant example of competition in the class room is grading. It may be valuable to examine grading in terms of the four criteria explained previously.

Students conventionally have no choice of how or if thev are to be graded. The school and teacher determine the grading policy for all students. Because there are no alternatives for students, they are forced to compete academically. Also, grades by their very nature, stress

ends, not means. Grades encourage students to concentrate on rewards (or punishments) rather than on learning. The responsibility of enforcing the grading system rests solely on the teacher. The pressure put on students to succeed causes cheating, dropping out (there are physical, intellectual and emotional dropouts), and a tension for students and teachers alike. Later this attitude is expressed by the society at large in small instances like cheating on income tax to scandals of the magnitude of Watergate. As long as ends justify means, and no one is responsible for his own actions, we can expect this type of behavior. Finally, most traditional grading systems offer a limited number of rewards. Grading and class rank create a caste system that benefits the successful students and debilitates those that are unsuccessful.

It is, therefore, the obligation of the teacher to ensure a positive kind of competitiveness in his classroom; one which will foster a climate of trust, learning, moral integrity, and personal growth.

LOIS B. HART

Coordinator of the 1973 National Conferences on Grading Alternatives
Doctoral Candidate, University of Massachusetts, Amherst, MA.

Academic Background

University of Rochester, Bachelor of Science in Education
Syracuse University, Masters of Science, Curriculum , Thesis: AN INVESTIGATION OF THE CONTENT FOR A REPORTING SYSTEM DESIRED BY PARENTS AND BY TEACHERS

Personal Activities

Teacher in elementary grades four, five and six, four years
Master Teacher for Intermediate Grades Teams, two years
Teacher of undergraduate section in Values Clarification, University of Massachusetts, 1972-1973
Co- Teacher of Humanistic Education Seminar for Juniors and Seniors at Belchertown High School, 1972-
Conducted workshops in Values Clarification and Humanistic Education
Co-authored many articles on grading and values clarification with Dr. Sidney Simon

QUESTIONNAIRE SENT TO SAMPLE OF PARENTS AND TEACHERS OF WESTHILL SCHOOL DISTRICT, SYRACUSE, NEW YORK

DIRECTIONS: Rank the items in each category according to how important it is for you to have information from the school. Give a (1) to the item that is most important to you and a (2) to next most imporrant and so forth.

INFORMATION ON THE ACADEMIC PROGRESS OF MY CHILD

___What is my child's capacity for learning and how does his work compare with this ability?

___What specifically is my child learning in school?

___In what ways has my child's work improved or slipped since the last report?

___How does my child's achievement compare to that of the national average for children of this age group?

___How is my child doing compared to the work of other children in his class?

INFORMATION ON HOW MY CHILD LEARNS AT SCHOOL

___Does my child know how to use wisely the time not preplanned by the teacher?

___Does my child learn better in large groups, in small groups or in independent learning situations?

___Does my child apply what he's learned to situations beyond the immediate lesson?

___What materials do my child use in his learning activities?

DIRECTIONS: Rank the items in each category according to how important it is for you to have information from the school. Give a (1) to the item that is most important to you and a (2) to next most important and so forth.

INFORMATION ON HOW MY CHILD CONFORMS TO SCHOOL STANDARDS

___Does my child pay attention in class and does he follow directions?

___Does my child begin his work promptly and complete his work on time?

___Is my child's appearance acceptable to school standards?

___Does my child keep his personal materials and property in order?

INFORMATION ON HOW THE HOME CAN HELP THE STUDENT DO BETTER IN SCHOOL

___How can I help my child with the problems that result from physical and emotional growth?

___Are there physical and/or emotional problems that are interfering with my child's learning and therefore he needs professional help?

___How can I as a parent help my child establish better social relationships with other children?

___Are there ways we can help our child do better in his school work?

DIRECTIONS: Rank the items in each category according to how important it is for you to have information from the school. Give a (1) to the item that is most important to you and a (2) to next most important item and so forth.

INFORMATION ON THE SCHOOL'S GOALS AND OPERATION

___What are the long and short term goals of the school?

___What is the school doing to accomplish these goals?

___How is the school's faculty selected and organized?

___In what ways is my child evaluated and how often does this happen?

INFORMATION ON MY CHILD'S SOCIAL ADJUSTMENT WITH HIS CLASSMATES

___Does my child ever offer to help others?

___Does my child respect others' rights and property?

___What is the attitude of the other children towards my child?

___Does my child work and play well with others in group situations?

DIRECTIONS: Rank each category according to how important it is for you to have information from the school. Give a (1) to the category that is most important, a (2) to next most important category, and so forth.

___Information on how my child conforms to school standards

___Information on how the home can help the student do better in school

___Information on how my child learns at school

___Information on the school's goals and organization

___Information on my child's social adjustment with his classmates

___Information on the academic progress of my child.

PARENTS QUESTIONNAIRE

DIRECTIONS: PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT YOURSELF.

Age	Sex	Education				
__20-30	__Male	Circle the number of years you attended:				
__31-40	__Female					
__41-50		High School	1	2	3	4
__51-60		College (for undergraduate work)	1	2	3	4
__60+						
		Graduate work	1	2	3	4

CHILDREN IN YOUR FAMILY

A. List the age of each child in your family on the lines below. Opposite each child's age, list M for male and F for female.

B. Then circle the child who is participating in the revised report card plan of Westhill's elementary schools. The classes participating include:

At Onondaga Hill - fifth grade
At Cherry Road - third grades
second grade
At Walberta Park - second grade
first grade

	List Each Child's Age	Male or Female
EXAMPLE	10	M
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

DR. DONALD HOLT

Principal John Adams High School
Portland Public Schools, Portland, Oregon

* * * * * *

STUDENT EVALUATION POLICY - JOHN ADAMS HIGH SCHOOL

Following is the student evaluation policy hammered out by the Policy Board over the last several months. The implementation of this policy is, of course, contingent upon our receiving continued support from the Area II office for released time to complete the work.

There exists, in my judgement, the opportunity for considerable professional latitude in the interpretation of the policy. At the same time, it reflects the expectations of the majority of the staff and students regarding what form evaluation at John Adams should take.

I trust you will, to the best of your professional discretion see to it that the intention and form of this policy will be followed as closely as possible.

STUDENT EVALUATION POLICY - JOHN ADAMS HIGH SCHOOL

1. Students will receive written evaluations of their progress and attendance in every course four times each year. Four copies will be prepared -- one for the student and his parents, the second for the record center, the third for the student's counselor, and the fourth for the teacher's file.

   The written evaluation will be prepared on a form similar to the one now in use which provides space to report course information, the counselor's name, written comments, the grade and/or the amount of credit awarded or restored, and the number of days absent during the quarter. The head of the instructional division should investigate revisions of the Progress Report form for this purpose. The data processing coordinator should be advised that data processing report cards in their existing form will not be distributed to students. However, the Adams faculty strongly urges use of data processing services to print out Progress Report forms or suitable labels giving student and course information in the existing data processing file at the earliest possible date.

Written comments, clearly preferred by the students and staff at Adams, are to provide personalized and descriptive information to the student and his parents. Therefore, each teacher will accept responsibility for preparing complete reports which describe specific course expectations as well as the student's individual progress. This is contingent upon teachers receiving one full day's released time at the end of each quarter to write the evaluations.

2. Data processing print-outs of student credit/grades and attendance will become part of his Adams records and counselor file. The coordinator of data processing will establish and interpret the procedure for the staff to use to organize grade/credit and attendance information for data processing. Students and parents may ask to see these records in the Record Center or counselors' files, except that students and parents will receive a copy of the student's year end data processing print-out.

3. The quarter-credit system will be maintained in preference to the accumulative grading system.

4. This clarification of school policy regarding reporting of student progress and the use of data processing services to prepare and maintain student records is intended to define the latitude which each staff member has in the preparation of such reports as well as to remove the inconsistencies in interpretations of student evaluation policy.

   a. The course teacher has sole responsibility for the preparation of written evaluations and the organization of information for data processing. He or she must have supportive records of student work and attendance.

   b. The program and team leaders are responsible to interpret evaluation policies to their staff members as well as to consult with them regarding the preparation of student evaluations and data processing information.

   c. The head of the Instructional Division is responsible for interpreting and enforcing school policy regarding student evaluations.

   d. The data processing coordinator is responsible for interpreting and enforcing data processing procedures.

   e. The student or parent may challenge the course teacher's adherence to school policy, or the accuracy or completeness of his report. Such a challenge must first be made directly to the course teacher so that a mutually satisfactory arrangement can be made.

Donald Holt

OFFICIAL TRANSCRIPT JOHN ADAMS H. S., PORTLAND, ORE. NAME

9th Grade Subjects F3 Year 69/70	Wks	Gr.	Un.	10th Grade Subjects Year 70/71	Wks	Gr.	Un.
English 1-2 (Gen Ed)		C	1.0	English 3-4 (Gen Ed)		Cr	1.0
SS 1-2 (Gen Ed)		C	1.0	US History (Gen Ed)		Cr	1.0
Math Algebra 1		Cr	0.5	Voc. Work Exper.		Cr	0.5
Science SIS 1-2		Cr	1.0	Reading		B	0.25
Home Ec		Cr	1.0	Mini-Modeling		A	0.25
Env. Science (Gen Ed)		C	1.0	Girls Drill		Cr	0.25
				Jr. Choir		Cr	0.5
P.E. 1-2		Cr	1.0	P.E. 3/**Health (satis)		~~Cr~~ NCr	0.5
SCHOOL John Adams/Hillcrest UNITS			6.5	SCHOOL John Adams UNITS			4.25

11th Grade Subjects Year 71/72					Un.	12th Grade Subjects Year	Wks	Gr.	Un.
English 5-6 (Gen. Ed.)	A	A	A	A	1.0	English 7-8			
~~U.S. History~~ Am. Probs. (Gen. Ed.)	A	A	A	A	1.0	American Problems			
Math Topics	NCr	NCr	NCr	NCr	.0				
Black History	A	A	B	A	1.0				
Typing 1-2	C	NCr	C	Cr	.75				
Voc. Work Exper.	–	Cr	Cr	Cr	.75				
SCHOOL					4.5	SCHOOL UNITS			

GRADING SYSTEM

A – Excellent
B – Good
C – Average
~~D – Minimum Passing~~
~~P – Failure~~ NCr
S – Satisfactory
U – Unsatisfactory
C – Commendable (in keeping with ability)
– MODIFIED DIPLOMA ISSUED
Cr - Credit NCr - No Credit

All courses are 38 weeks unless stated otherwise
**Classroom Driver Education Completed 10th Grade Health

	Wks	Gr.	Un.
1970 Adams Sr. Sch: Basic Skills		NCr	.0
1972 Upward Bound OSU - setback		Cr	3.0

Last Name | First Name | Middle Name | Date Graduated

6024 N. E. 18 | 97211 | 281-7139
Address When Enrolled | ZIP | Phone

Address When Graduated | ZIP | Phone

Parent or Guar.

Date of Birth April 10, 1955

Place of Birth Cleveland, Ohio

Principal's Signature

Principal's Name Typed Robert B. Schwartz

S.S. No. I.D.

PHOTO

No. in Class W8

Rank in Class

Final GPA

ATTENDANCE

Year	Ab.	Pr.	Tdy.
69/70	22	72	–
70/71	33	141	–
71/72	1	159	–

*Prolonged Illness

Entered	School	Withdrew
9/8/	John Adams (to D.Long Home)	11/26/69
12/15/69	Hillcrest School of Oregon	4/6/70
4/13/70	John Adams	

S.C.A.T.

VERBAL

QUANTITATIVE

TOTAL

Test results in Portland are reported as "P-Scores". The P-Score is a standard score (with a mean of 50 and a standard deviation of 10) using students in the Portland Public Schools as the normative group. Over 65 is very high, 60-64 is high, 55-59 is high average, 45-54 is average, 40-44 is low average, and below is low.

SCH. 4714 GRADE 9 P-SCORES FALL 69 — SEX F

HIGH SCHOOL ACHIEVEMENT TESTS

Tests of Academic Progress: Reading	Tests of Academic Progress: Composition	Cooperative Mathematics	Portland Science: Process	Portland Science: Product	Portland Science: Total	Soc. St. Skills	General Average
47	54	39	50	45	47	48	47

SCH. 4210 GRADE 11 P-SCORES FALL 1971 — SEX 0

HIGH SCHOOL ACHIEVEMENT TESTS
Tests of Academic Progress

Reading	Composition	Language Arts Average	Mathematics	Portland Numerical Competence
46	41	44	41	42

Last Name | First | Middle

Counselor: Mr. Gerald Hagan

OFFICIAL TRANSCRIPT JOHN ADAMS H. S., PORTLAND, ORE. NAME

9th Grade Subjects F-3 Year 69–70	Wks	Gr.	Un.
English 1-2 (Gen Ed)		CR	1.0
SS 1-2 (Gen Ed)		CR	1.0
Math (Algebra MA 1-2)		C	1.0
Science (Gen Ed)		CR	1.0
STORE WORK		CR	1.0
P.E. 1-2		A	1.0
SCHOOL John Adams UNITS			6.0

10th Grade Subjects Year 70/71	Wks	Gr.	Un.
English 3-4 (Gen Ed)		Cr	1.0
US History (Gen Ed)		Cr	1.0
Spanish 1-2		Cr	1.0
Typing 1-2		Cr	1.0
Integrated Science		B	1.0
P.E. 3/**Health (Safety)		A/A	1.0
SCHOOL John Adams UNITS			6.0

11th Grade Subjects Year 71-72		Wks		Gr.		Un.
English 5-6 (Gen Ed)	B	A	A	A		1.0
U.S. History						
American Probs (Gen Ed)	B	A	A	A		1.0
Adv. U.S. History	C	C	C	B		1.0
Childrens Theatre	B	B	B	–		.75
Bus. Law	B	C	NC	–		.5
PE Ass't (2 periods)	–	–	–	A		.5
SCHOOL JOHN ADAMS UNITS						4.75

12th Grade Subjects Year	Wks	Gr.	Un.
English 7-8			
American Problems			
SCHOOL UNITS			

GRADING SYSTEM

A – Excellent
B – Good
C – Average
~~D – Minimum Passing~~
~~E – Failure~~ NCR

S – Satisfactory
U – Unsatisfactory
C – Commendable (in keeping with ability)
– MODIFIED DIPLOMA ISSUED
CR – Credit NCR – NO Credit

All courses are 38 weeks unless stated otherwise
**Classroom Driver Education Completed 10th Grade Health

Wks	Gr.	Un.

Last Name | First Name | Middle Name | Date Graduated

5015 N. E. 33rd Ave. 97211 284-4179
Address When Enrolled | ZIP | Phone

Address When Graduated | ZIP | Phone

Parent or Guar.

Date of Birth November 9, 1954

Place of Birth Walla Walla, Wash.

Principal's Signature

Principal's Name Typed Robert B. Schwartz

S.S. No. I.D.

PHOTO

No. in Class

Rank in Class

Final GPA

ATTENDANCE

Year	Ab.	Pr.	Tdy.
69/70	13	172	—
70/71	15	159	—
71/72	7	146	—

*Prolonged Illness

Entered	School	Withdrew
9-8-69	John Adams	

S.C.A.T.

VERBAL

QUANTITATIVE

TOTAL

Test results in Portland are reported as "P-Scores". The P-Score is a standard score (with a mean of 50 and a standard deviation of 10) using students in the Portland Public Schools as the normative group. Over 65 is very high, 60-64 is high, 55-59 is high average, 45-54 is average, 40-44 is low average, and below is low.

SCH. 4714 GRADE 9 P-SCORES FALL 69 — SEX M

HIGH SCHOOL ACHIEVEMENT TESTS

Tests of Academic Progress: Reading	Composition	Cooperative: Mathematics	Portland Science: Process	Product	Total	Soc. St. Skills	General Average
48	42	50	54	56	55	51	49

SCH. 4210 GRADE 11 P-SCORES FALL 1971 — SEX 1

HIGH SCHOOL ACHIEVEMENT TESTS

Tests of Academic Progress: Reading	Composition	Language Arts Average	Mathematics	Portland Numerical Competence
48	47	48	42	52

Last Name | First | Middle | Counselor

MR. GERALD HAGAN

STUDENT RATING INFORMATION

PORTLAND PUBLIC SCHOOLS, PORTLAND, OREGON

EXPLANATION OF DATA

6 Weeks Mini Courses; 3 Courses = 1/2 Credit (0.5 Unit)

Mini Course	Teacher	Round	Credit Rec'd
1. Psych.	Branthover	II 69-70	No Credit.

1972 Upward Bound, OSU:

Journalism	Cr	.5
Writing	Cr	.5
Rdg & study skills	Cr	.5
Psychology	Cr	.5
Sociology	Cr	.5
Music	Cr	.5

11/5/71
DATE

JOHN ADAMS HIGH SCHOOL PROGRESS REPORT

COURSE: TITLE Gen. Ed
NUMBER _____ PERIOD 5-8

STUDENT NAME _____ FIRST _____ INITIAL _____ LAST

HOUSE birt, Quincy

TEACHER LAST NAME Larry Colton

COURSE WORK

CURRENT EVALUATION		CURRENT EVALUATION
A	B	Credit 1/4 CREDIT
C	No Credit	No Credit
FINAL EVALUATION		FINAL EVALUATION
A	B	Credit
C	No Credit	No Credit

CLASS ATTENDANCE: Excellent Satisfactory Poor
5 ABSENCES

COMMENTS: MARK MADE SOME PROGRESS THIS TERM, ESPECIALLY IN IMPROVING HIS BASIC SKILLS IN READING & WRITING THE LAST COUPLE OF WEEKS. HE IS WEAK IN THESE AREAS (ESPECIALLY SPELLING & GRAMMAR) BUT HE REALIZES THIS AND IS MAKING AN EFFORT TO IMPROVE. HE SHOULD BE STRONGLY ENCOURAGED TO CONTINUE THIS EFFORT. IN CRITICAL THINKING CLASS, MARK DID NOT UNDERSTAND THE MATERIAL OR THE REASON FOR THE CLASS—MADE VERY LITTLE EFFORT. HIS ATTENDANCE & PROMPTNESS LEAVE MUCH TO BE DESIRED. IF MARK WILL PUT FORTH THE EFFORT, HE IS CAPABLE OF RAPID PROGRESS.

Larry Colton
INSTRUCTOR'S SIGNATURE

HOWARD KIRSCHENBAUM

Educational Writer and Consultant
Director of the Adirondack Mountain Humanistic Education Center in Upper Jay, New York

PERSONAL ACTIVITIES:

Has taught Educational Psychology and Group Dynamics at Temple University.

Has Conducted workshops for teachers across the country in Values Clarification and Humanistic Education.

Author of many articles in educational journals

Co-author of the books: WAD-JA-GET?" THE GRADING GAME IN AMERICAN EDUCATION, VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, and TEACHING SUBJECT MATTER WITH A FOCUS ON VALUES.

Currently working on the biography of Psychologist-Educator Carl Rogers.

Author of:
Readings in Values Clarification
The Alternative Wedding

ALTERNATIVE GRADING SYSTEMS

1. Written Evaluation

   a. totally unstructured
   b. partly guided
   c. highly structured

2. Self-Evaluation

3. Contract System

   a. type of work to be graded
   b. quantity of work for each grade
   c. quality of work for each grade
   d. method of grading
   e. who will grade

4. Mastery Approach

   a. Traditional Letters or Numbers: A/B/C/D/F
      (Performance Curriculum) 0-100

   b. 3 and 4 point systems: H/HP/P/F
      H/P/F
      A/B/C/F
      A/B/C/NR

   c. 2 point systems

      (1) Pass/Fail (P/F)
      (2) Credit/No Credit (CR/NC)
      (3) Credit/No Report (CR/NR or P/NR)

      Offered on a limited or on a total basis.
      Two track grading systems
      Multi-track grading systems

Howard Kirschenbaum

THE USE OF CHECKLISTS IN GRADING

1. A checklist is not a form of grading; it is a way of stating what is being graded or what the objectives are.

2. Almost any grading system can be used with a checklist.

	SUBJECT or OBJECTIVE	A	B	C	D	F	1-10	P	F	CR
(A)	Math		✓				8	✓		✓
	English					✓	1		✓	
	Science			✓			6	✓		✓
(B)	Unit on Digestion	✓					9	✓		✓
	Unit on Reproduction		✓				7	✓		✓
	Unit on Genetics			✓			6	✓		✓
(C)	Proper use of microscope	✓					10	✓		✓
	Memorized parts of digestive system				✓		3		✓	
	Follows scientific method in laboratory work		✓				8	✓		✓

Some Challenging Objectives for Education. Which grading system would best go with this checklist? (Objectives by Bill Hull.)

1. Do students talk with each other about their work?
2. Do they initiate activities which are new to the classroom?
3. Do they persist over a period of days, weeks or months on things which capture their interest?
4. Do they continue to wonder?
5. Can they ask for help, when appropriate?
6. Are they capable of intense involvement? Have they ever had a passionate commitment to anything?
7. Do they enjoy playing with ideas?
8. Are they able to say, "I don't know," with the expectation that they are going to try to find out?
9. Do they know what learning resources are at their disposal and how to use them?
10. Do they continue to explore things which are not assigned -- outside of school as well as within?
11. Are they capable of experiencing freshly and vividly?
12. Do they take realistic risks -- in expressing ideas which are new to them, in trying new or more difficult projects, in choosing new experiences?
13. Are they willing to defend views and ideas, even when in the minority?
14. Are they charitable and open in dealing with ideas with which they do not agree?

etc.

ALTERNATIVE SCHOOLS PROJECT

SOME THOUGHTS ON EVALUATION: or "WADDID-I-GET?"

Allan A. Glatthorn

Introduction: There is these days much interest in new ways of evaluating and grading. There also unfortunately seems to be much confusion. The following is an attempt to sort out some different stage to make a few suggestions about how we can better facilitate student growth. For the sake of clarity, I have seen fit to use special terms for the various stages; the terms are not as important as the ideas they define. Finally, these notes are shared as personal observations that invite a great deal of discussion and require careful - evaluation.

1. Diagnosing. Diagnostic evaluation comes at the beginning of a unit or a course of study; it is our attempt to determine where the learner is before he begins.

   A. We don't diagnose enough. We probably should spend more time and energy finding out before he begins what the learner does not know than we do in discovering what he does know when he has finished.

   B. A good diagnostic test should sample all the important areas of learning to help us determine the learner's readiness for the learning task, the best point of entry for each learner in the unit, and the special areas which he needs to stress.

   C. On the basis of our diagnosis, we will probably find some learners who aren't ready to start the unit, some who have already mastered the entire unit, some who need only part of the unit, and some who need all of it.

   D. Diagnosis can take several forms - a written quiz, an informal inventory, an audition of performance.

2. Giving feedback. Feedback is a type of formative evaluation; it is the process whereby we give the learner frequent and continuous information about his performance.

   A. Some type of feedback is probably required for all learning.

   B. The more feedback we give to the student throughout the learning task, the less we have to rely on final evaluation.

   C. Wherever possible, feedback should be objective; where it is subjective, we should so indicate: "You don't communicate clearly to me." "You sound to me as if you are really upset."

D. If it is to help in the learning process, feedback must be negative as well as positive. Since feedback constitutes a type of reinforcement, we will strengthen undesirable behaviors if we respond to them with approbation.

E. Feedback should be a two-way process, one in which the student is able to let us know how we are succeeding as teachers. For this reason, it would seem useful to conclude each class with some type of debriefing session: "How did we all do today?"

F. Feedback should be specific, giving the learner information about his specific strengths and weaknesses and suggesting how he might remedy his deficiencies.

G. Wherever possible, we should help the learner derive his own feedback without our interposing ourselves in the loop. This means we should probably make more use of self-checking exercises, audio and video tapes of the student's performance, and models which can be used for self discrimination.

H. Others than the classroom teacher should also participate in giving the student feedback about his performance. Outside experts and other students can be brought in so that the student doesn't feel that the teacher is the sole source of feedback.

I. Insofar as possible, feedback should immediately follow performance if it is to have maximum effectiveness.

3. Evaluating. Evaluation is the term suggested for summative process of establishing whether or not the student's performance meets some set of criteria. It comes at the end of a unit or a significant learning experience.

A. Some type of summative evaluation is probably useful in letting the learner know how much he has accomplished, in showing the learner how he should proceed, in helping the teacher assess his teaching, in giving the school information about its program. The results of evaluation should also be helpful in making some final determination about grading and reporting. (See below)

B. The evaluation process can be fair and helpful to the student only if we make clear to him in advance what are the learning objectives of that unit or learning experience. Students, of course would be involved in determining objectives, and objectives will shift as the unit goes along. But the important thing is to be as clear as possible about our objectives -- with our students and ourselves.

C. In addition to stating the objectives of a unit, it also will be helpful to: indicate how those objectives will be tested, what level of performance will be judged satisfactory, how much time is allotted. In sum, this amounts to a kind of "learning contract" which clarifies to both teacher and learner what is expected.

D. Evaluation should encompass a broad range of objectives, covering both the cognitive and affective domains. In the cognitive domain, objectives should cover the whole taxonomy: knowledge, comprehension, application, analysis, synthesis. evaluation.

E. The teacher should do all he can to help the learner evaluate his own growth.

F. It is often useful for outside experts to do the evaluating, putting the teacher in the role of helper, not tester.

G. Evaluations should be as specific as possible. Vague words like "good" or meaningless grades like "C" don't help learner or teacher.

H. The teacher should separate evaluation of learning from evaluation of the learner. And he should help the student accept the fact that an evaluation critical of performance is not critical of the performer.

I. Evaluation should be "criterion-referenced," not norm-referenced. Criterion-referended evaluation tells the learner how he has done in terms of the learning task or the skill required; norm-referenced evaluation compares him with some group.

J. Evaluation should be kept in balance: many teachers in traditional schools seem to spend too much time in evaluating; some teachers in alternative schools probably don't spend enough time.

K. Evaluation does not necessarily mean "written test." We should develop more varied and effective ways of evaluating -- oral testing, demonstration, production of some unique artifact.

4. Grading. Grading is the process whereby we assign some symbol (such as a letter, number or term) to the results of evaluation.

A. We should make clear to the student what his grading options are -- and point out the advantages and disadvantages of each option.

B. Knowing this information, the student should have a choice about the type of grading system his teacher uses with him. The student should probably not have a choice about whether his learning is evaluated -- but he should have a choice about the type of grading system used.

C. We can evaluate without grading. In fact, it probably would be a useful exercise practice to give the student very specific evaluation without assigning a grade. But we should not grade without evaluating.

D. Despite all their obvious and oft-noted drawbacks, letter grades have some things in their favor. They seem to be the best predictor of success in college, they are most generally understood, and they help large universities make some quick assessment about academic achievement. Students who eschew letter grades should realize that a long list of "pass-fail" or "credit-no-credit" grades make some admissions officers give much more weight to College Board scores.

5. Recording. Recording is the practice of noting in writing all the important evidence of student achievement. The recording process is the means by which the official record is developed.

   A. We should record frequently very specific evidence of the student's achievement.

   B. Wherever possible, the record should be positive, noting specific evidence of growth.

   C. In fact, little is achieved by adding negative information to the student's official school record. For this reason, it might be helpful to include in the school's official record only passing grades or notations of credit. If the student fails or does not get credit for a course, we can simply omit that course from his official record.

   D. The student's official folder should be open to everyone to add positive information. The student should be encouraged to add to his own folder specific information about community involvement, independent learning, school activities. The student should be allowed to see his own official record.

6. Reporting. Reporting is the process of sharing information about the student's achievement with other people and institutions.

   A. Reporting to parents. We should report frequently to parents, especially when there is a noteworthy achievement or some important problem. We can report to parents by jotting a brief note ("Just wanted to let you know that Bill's reading is much improved"), by calling on the telephone, by asking parents to come in for a conference, or by sending home a written report.

      Any reporting to parents should be as particular as possible noting very specific deficiencies or strengths.

      In reporting to parents, we should probably avoid judgement words. Instead of "Bill is lazy", we can probably get better results by saying, "Bill consistently doesn't get his work done. Do you have any ideas as to what is wrong?"

      We should always report to parents in terms they can understand, avoiding pedagogic jargon whenever possible.

      Reporting to parents should also invite a two-way flow of ideas: "What feelings do you have about the school or this course?"

      Written reports to parents ~~should reflect~~ well on the teacher and the school; the wording and form of the report should suggest that we know what we are doing.

B. Reporting to colleges. Ordinarily we need to report to colleges only once a year. Our objective in reporting to colleges is to help them make the best decision possible in terms of the student's future. This seems to mean that while we try to help the student put his best foot forward, we don't exaggerate his achievements just to get him into a college where he may quickly flunk out.

In reporting to colleges, we have to play by their rules - to help the student. If a college wants letter grades, we help student by translating his record of achievement into letter grades.

The student should play an active role in the transcript - reporting process. He should decide what special achievements should be noted, should be able to read all our recommendations, and should feel responsible for getting his records in order.

ALTERNATIVE SCHOOLS PROJECT

Subject Achievement Record

Name of Student _____ East ___ West _____

Name and Address of Parents _____

_____

Subject _____ Subject Teacher _____ Cycle _____

Grading System preferred for Official record: _____

Objectives of Course: The student will . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- -

Student Self-Evaluation of Achievement
I feel I have achieved in the following ways:

I feel I have not achieved in these ways:

I think I have earned the grade _____

(Add any other comments on back)

Teacher Evaluation of Achievement
I feel that the student has achieved in the following ways:

I feel that the student has not achieved in these ways:

In my view the student has earned the grade _____
(Add any other comments on back)

OPEN EDUCATION AND GRADING

I. Open Education.

A. Environment rich in educational resources.

B. Structures.

1. Expectations, if any, stated explicitly.

2. Assembly time - task.

3. Community meetings - maintenance.

4. Support or Family Groups.

5. Learning Contracts.

C. Teacher-As-Facilitator.

1. Congruence.

2. Trust.

3. Empathy.

II. Evaluation and Grading Systems Most Conducive to an Open Education.

A. Self-Evaluation.

B. Mastery Approach.

C. Choice of Grading Symbols.

Howard Kirschenbaum

GENERAL FINDINGS OF THE SURVEY

In April, 1971, a survey was conducted of the grading policies at the 1,696 member institutions of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The purposes of the survey were to determine (1) the nature and extent of changes from the traditional grading system, (2) practices in accepting transfer students and credits from institutions with non-traditional grading systems, (3) the rate and recency of change in grading systems, and (4) the anticipated nature of grading systems in the near future.

Replies were received from 1,301, or 77 per cent, of the member institutions, representing approximately one-half of the institutions listed in the Education Directory, Higher Education, 1970-71, published by the U.S. Office of Education.

The responses to each item in the survey were analyzed by institutional size, control, and type, as well as by regional accrediting association areas.

In response to the primary question in the survey - "What type of grading system do you have?" - about one-half of all institutions indicated "traditional," defined by the survey as "letter grades, or numbers or symbols which can be converted to letter grades." Forty-six per cent indicated that they were using grading systems which combined traditional and non-traditional policies, and only two per cent stated they were using non-traditional systems exclusively.

The strongest attachment to traditional grading systems was found in: institutions with enrollments below 1,000; institutions from the area covered by the Southern Associatiation of Colleges and Schools; and two-year institutions. It should be noted, however, that less than one-third of the nation's two-year colleges are included in the study.

It appears that there is a substantial move among AACRAO member institutions to modify traditional grading policies. The most common illustration of this trend is undoubtedly the pass/fail, or credit/no-credit, grading policy. It is utilized by 61 per cent of the responding institutions on a partial basis, and by two per cent, exclusively. Pass/fail is most popular among large institutions (96% of those with enrollments above 20,000), and among those from the area served by the Western Association of Schools and Colleges.

Specific practices in pass-fail systems vary. Slightly more than half (55%) of the institutions reporting the use of pass/fail grades limit them to elective courses; two-thirds (67%) notify the instructors of those students taking their courses on a pass/fail basis; and the quality of work represented by the "pass" is "D" or above" in approximately half of the institutions (52%) and "C or above" in one-third. Virtually all institutions record grades of "pass" and "fail" on the student's permanent record, but only 39 per cent include the "fail" in the student's grade point average.

It is evident that pass/fail or credit/no-credit grading policies are popular. Of the institutions responding to the survey who offer this option, however,

the majority (61%) reported that fewer than ten per cent of their students take courses on this basis, and 86 per cent report that less than one-fourth of the courses required for the degree can be taken pass/fail. Thus, a majority practice by institutions would appear to involve a decided minority of students and courses.

An intriguing and controversial non-traditional practice - the elimination of failing grades - was covered by the survey. The rether surprising result, in view of the widespread discussion and debate on this issue, is that less than two per cent of the responding institutions have eliminated failing grades. Fewer than one per cent assign, but do not record, failures, and another two per cent assign and record such grades but do not report them on transcripts. The overwhelming majority of institutions (96%) reported that they assign, record, and report failing grades. Little variation in this picture was noted by institutional type, size, control, or region.

A question on the handling of repeated course grades revealed an almost even split between averaging the repeated and original grades (46%) and replacing the original grade with the repeated one (54%).

Several items on the survey were directed to the question: "Do non-traditional grades on a transfer applicant's record affect his admission to another college or university?" In general, one-fourth to one-third of the institutions responding indicated they had not yet developed admission policies to deal with non-traditional grades on an applicant's college transcript. Of those with policies, the majority appeared to be quite liberal. Even if all of the grades on the transfer applicant's record were non-traditional, less than one per cent reported that the applicant would not be considered for admission. Forty per cent stated that further evidence of the quality of performance would be requested, or the applicant would be considered on the basis of other criteria, such as test scores or the reputation of the sending institution.

Where some, but not all of the grades on the transcript are non-traditional, more than one-third (36%) accept credit without question in the courses with non-traditional grades, while 31 per cent request further information and nine per cent place a limit on the number of such credits accepted. In calculating grade point averages - the most common criteria for admission of transfer students - 44 per cent of the responding institutions disregard non-traditional grades, while 21 per cent request further information from the sending institutions and seven per cent assign such grades an arbitrary value.

The highest proportion of institutions with liberal policies for the admission of transfer students with non-traditional grades appears to be: those with large enrollments; public institutions; and institutions located in the Western and Northwest regional accrediting association areas. The conservative positions are reflected to a greater extent by: small institutions; private colleges and universities; and institutions located in the areas served by the New England, Middle States, and Southern Associations.

Admission to graduate and professional schools is of special concern to institutions considering non-traditional grading systems for their undergraduates. One-fourth of the institutions with graduate and/or professional programs report that admission is jeopardized or delayed if a substantial number of undergraduate

grades are non-traditional. Almost as many (21%) state that the presence of such grades does not affect admission to graduate or professional study. The largest percentage of responses to this question indicate that no policy has been established (37%), and the remainder (16%) report that policies vary among departments. More than half of the respondents have not developed institutional policies, while the remainder are about evenly split between those who place restrictions on graduate and professional admission when confronted with a substantial number of non-traditional grades on the applicant's record, and those who do not. The issue is far from resolved, and the "undecided" institutions hold the key.

Responses to the survey suggest that the rate of major changes in grading systems is accelerating, with such changes occurring within the last year - or now in progress - in one-third of the institutions. Twenty-three per cent of the institutions report major changes one to two years ago and the same per cent three to five years ago; only 18 per cent report that their last major change was more than six years ago. The ferment of grading system changes appears to be greatest among the larger institutions and those located in the area served by the Northwest Association of Secondary and Higher Schools - least in the smaller schools and those located in the Southern Association area.

The respondents - college and university registrars - were asked to predict the shape of future grading system changes in their institutions. Six per cent declined the invitation. Of the remainder, less than three per cent believe their systems will become more traditional; 41 per cent predict that their grading systems will become less traditional; and the remainder (56%) expect their current practices to be maintained.

The survey results contain a few surprises and confirm a number of commonly held views. They also point to several unresolved issues concerning grading systems and their effects on admission policies. The survey will be of value, however, only if it goes beyond settling arguments about current trends in college grading systems, and assists college faculty members, administrators, and students in defining some of the issues and alternatives to be considered as they review grading policies in their own institutions.

Howard Kirschenbaum

COLLEGE ADMISSIONS- ISSUE SESSION

A. Realities and Trends on the College Level

1. P/F and CR/NC Options are widespread and increasing.
2. Mos colleges offer these options on a limited basis.
3. Admissions policies regarding students transferring from other colleges with non-traditional grades are very liberal.
4. About one-fourth of the graduate schools will accept students with non-traditional grades without prejudice. For about one-fourth of of the graduate schools admission would be jeopardized. About half of the graduate schools do not have a clear policy, or else the policy varies among departments. The trend seems to be toward allowing for more diversity in grading systems.

B. College Admission from High Schools

1. College admissions offices are being increasingly bombarded with queries from high schools who have changed or who are considering a change in their grading system.
2. The results of surveys conducted by different high schools vary, often depending on the way the questions are posed.
3. Early tentative results from a national survey of two and four year colleges in the country indicate that the large majority of colleges welcomes applications from high schools with non-traditional grading systems. Complete information on each college's position and overall statistical breakdowns will be published in the COLLEGE GUIDE FOR EXPERIMENTING HIGH SCHOOLS this fall by the Adirondack Mountain Humanistic Education Center.

C. Given These Realities, What is Needed?

1. A willingness to set priorities and make value judgments.
2. Serious consideration of two-track grading systems
3. Use of the COLLEGE GUIDE FOR EXPERIMENTING HIGH SCHOOLS To be sure that choices are made with full knowledge of the consequences.

RODNEY W. NAPIER, Ph.D

Professor of Psychoeducational Processes, Temple University

ACADEMIC BACKGROUND:

Carleton College - B.A.
University of Chicago - MA.
University of Wisconsin - Ph.D.

PERSONAL ACTIVITIES:

Has taught advanced graduate students in the following areas:

Introduction to Group Dynamics
Analysis of Group Participation
Theories of Group Process
The Role of the Consultant in Organizations
Group Management
Principles and Methods in Organizational Training and Design
The Planning of Change

Has served as a professional consultant to the following groups:

Pennsylvania Power and Light Company
Spiro and Associates - Public Relations
The Bi-Centennial Corporation
The Cardinal's Commission on Human Relations
The Philadelphia School District
The Cheltenham School District
The Model Cities Corporation
The Pennsylvania State Department of Mental Health
The University of Pennsylvania Department of Psychiatry
The Sisters of Notre Dame
CIBA International Chemical Co., Guadalajara, Mexico
ITESO University Department of Psychology - Guadalahara

He has authored the following:

R. Napier & M. Gershenfeld Groups: Theory & Practice Boston, Mass. Houghton Mifflin Co. In Press (1973)

R. Napier, School Guidance Services - Focus on the Emerging Nations. London, Evans Brothers Ltd. 1972

R. Napier, Kirschenbaum & Simon. Wad-Ja-Get? The Grading Game in American Education, New York. Hart 1971

SANDY NAPIER

Presently completing dissertation for Ph.D.
Trainer for N.T.L.
Change Agent in Philadelphia Schools
Facilitator at Oaherest School, New Jersey, 1973
Taught experimental course at Temple University on Group Theory

HENRY SIMMS

Assistant Principal - Administration and Organization,
John Dewey High School, Brooklyn, New York.
B.A. - Hunter College
MA - City University of New York
A.C. - Advanced certificate in Secondary School Administration
and Supervision, City University of New York.

PERSONAL ACTIVITIES:

Participated in the opening of the experimental John Dewey High School
Development of experimental curriculum in social studies
Pioneered in Dewey Independent Study Kit (DISK)
Chairman of the United Federation of Teachers Committee of
High School Innovations
Development of machinery for innovative programs for
traditionally organized high schools
Development of strategy for implementation of these programs
Currently an active participant in the New York City Chancellor's Task
Force for High School Redesign
Currently a participant in the New York City Chancellor's Task Force
for a Single Diploma.

John Dewey High School

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Sol Levine, Principal

THE JOHN DEWEY EXPERIENCE

I BACKGROUND: The Hershey Pennsylvania Plan

II PHILOSOPHY:
1) saturation
2) non-competitive
3) outline of school program (modification of orig. design)
   a) Teacher as educational catalyst
   b) 7 week cycles
   c) report cards — computer
   d) 8 hour day — modular scheduling
   e) Resource Centers
   f) individual progress
   g) Independent Study
   h) Special Programs — 4 and 1; ISGA; LASC, etc.

III PRIME-MOVERS
a) Sup't. Zack, Dr. Joshua Segal, Teachers Union
b) grassroots support

IV Role of teachers, parents, students in experiment

V Summer Institute and curric. devel.

VI The grading system — M, MC, R, MI (vs. A,B,C,D,F)
"prescriptive teaching"

VII Role of Computer re: Programming

VIII College admissions for Dewey graduates

EXCERPTS FROM: "THE NEW HIGH SCHOOL: A SCHOOL FOR OUR TIMES"

The new school encourages acceleration and enrichment, reduces the penalty of failure, and stimulates effort. It is also based on the principle that each student may advance at his own rate: some may merit graduation in two years, others in three, and some may require more. Graduation takes place whenever a student masters the prescribed curriculum, not necessarily at year's end. Responsibility for learning is thrown on the student, where it belongs.

It abolishes grade levels, discontinues the Carnegie Unit as a measure of progress, breaks the five-period-per-week lockstep, abandons the distinction between major and minor subjects, provides instruction in practical arts for college-bound as well as work-oriented youngsters, incorporates extra-class activities into the curriculum, involves the classroom teacher in guidance, utilizes new methods and modern technology to supplement conventional instructional procedures, and makes use of a longer school day. These are but a few of its distinctive features. If the principles upon which the school is designed are conceded, these features follow almost inexorably. The new school is intended for students of all levels of ability, not for a special group.

A body of knowledge will be organized in succession of phases each containing a unit of content. Progression from phase to phase will depend on tested evidence of mastery.

To state this concept from a different point of view, the school is based on a twofold determination: (1) that the student demonstrate adequate mastery of each phase of each area of study before progressing to the next; (2) that the student progress at a rate fixed by this mastery.

"Mastery" means something quite different from what has heretofore been regarded as acceptable student performance. Under our present practice, a passing percentage mark is required for promotion to the next level of work. It is now proposed to demand much more than this: nothing short of adequate understanding of the entire complex of knowledge, skill and attitude that is to be taught. Obviously something less than letter-perfect learning is to be looked for, but the goal approaches this limit.

Mastery will be tested by periodic tests, by performance, by the accomplishment of research tasks, by teacher judgment and by similar means. Percentage marks will not be given. At the completion of a given phase of work, the student will be judged to have mastered it or not. If so, he will advance to the next phase. If not, he will repeat it until mastery is achieved.

A phase of work in a subject is defined as a body of knowledge and of skills which a student can reasonably be expected to master within a relatively short period.

Students who advance at the normal rate will use the out-of-class time for normal study for the acquisition of self-directive study skills and for enrichment of their learning. Indeed, this enrichment value will appear also for those making rapid progress and even to some extent for those being retained in a phase.

To accomplish these purposes, every student will have as many as two hours a day in which to engage in independent, but not unsupervised or undirected, study. So central to the plan is this that the library, with its attendant resources, is to be the most conspicuous feature of the school. It is to be very much larger, very much better stocked, and very much more adequately staffed than any school libraries we are familiar with.

Implied in this scheme of things is the abandonment of the Carnegie Unit. Subjects will not be taught in the framework of one period per day for a year. The student's weekly schedule will need to be much more elaborately constructed than at present and must provide for possible regrouping without necessarily changing the master program as the school progresses from one phase period to another. There will be no distinctions between major and minor subjects. There will, however, be clearly written courses of study which will state the competencies required for mastery of each phase of each subject.

A statement of the Committee on Experimentation, High School Division, Board of Education - New York City based upon the Hershey, Pennsylvania Conference - April-May 1963.

*****

John Dewey High School
Sol Levine, Principal

Social Studies Department
Saul Bruckner, Chairman

PRESCRIPTION FORM - COMMENT ON INDIVIDUAL PROGRESS

Student's Last Name _____ First Name _____ I.D. Number _____ Off. Section _____

Present Subject Section _____ Current School Cycle _____ Subject Class Teacher _____

_____ MASTERY WITH CONDITION _____ RETENTION FOR REINFORCEMENT

_____ Improvement is needed in writing essays.

_____ Improvement is needed in reading, interpreting and discussing historical source material.

_____ Improvement is needed in reading maps, charts and/or graphs.

_____ Improved knowledge of vocabulary, concepts or factual understanding.

_____ Excessive absence or cutting has prevented attainment of course objectives. Number of days absent or cutting _____.

_____ Failure to complete the minimum homework requirement has prevented attainment of course objectives.

_____ Greater participation is required in class discussions.

_____ Required examinations were not taken.

_____ Greater effort and cooperation are needed.

John Dewey High School
Sol Levine, Principal

English Department
Frederick Koury, Chairman

COMMENT ON INDIVIDUAL PROGRESS

PRESCRIPTION FORM

Student's Name _____
Last First I.D. No. Off. Sec.

_____
Present Subject Section Current School Cycle(s) Guidance Couns.

CHECK ONE:

____ MASTERY WITH CONDITION ____ RETENTION FOR REINFORCEMENT

____ Improvement is needed in basic writing skills.

____ Improvement in ability to write a well constructed essay which supports a general statement is needed.

____ Improvement is needed in reading, interpreting and discussing literary works.

____ Improvement is needed in power of concentration and self-discipline in order to successfully create a character in acting.

____ Improvement is needed in specific knowledge (vocabulary, technical information, concepts or factual understanding).

____ Improvement is needed in speech habits.

____ Improvement is needed in work habits.
The student is missing_____home assignments.
The student is missing_____classroom assignments.

____ Improvement is needed in behavior and maturity level in the classroom situation.

____ Improvement is needed in attendance.
The student was absent_____times.
The student has cut_____times.

Chairman/Teacher Comments:

_____

_____

_____

_____ _____
Teacher's Signature Chairman's Signature

John Dewey High School
Sol Levine, Principal

Foreign Language Department
Stephen L. Levy, Chairman

COMMENT ON INDIVIDUAL PROGRESS

PRESCRIPTION AND OVERVIEW FORM

Student's Last Name _____ First Name _____ I.D. No. _____ Off. Class _____

FRENCH LEVEL I, PHASE I (311)

Course Title and Code No. _____ Current Cycle _____ Subject Teacher _____

____ Mastery With Condition ____ Retention For Reinforcement

THE TOPICS CIRCLED ON THE OVERVIEW BELOW ARE THOSE IN WHICH YOU WILL NEED ADDITIONAL PRACTICE. DO THE EXERCISES INDICATED NEXT TO THE TOPICS CIRCLED IN ORDER TO MASTER THEM.

Comments:

____ Excessive Absence:____times this cycle. ____Cutting:____times.

____ Improvement needed in study habits, particularly in the preparation of homework assignments.

____ Improvement needed in being prepared each day in class with the proper textbook, notebook and pen.

____ Overview: ____ Completed ____ Not Completed

OVERVIEW

Structures: Je parle francais	Written Exercises
1. Agreement of Adjectives, pp. 11-12	p. 13, 3a,b; p. 27, 1
2. etre, p. 12	p. 14, 4; p. 27, 2; p. 35, 3
3. Question form - Est-ce que, p. 12	p. 14, 5; p. 27, 3
4. Question form - Inversion, p. 26	p. 28, 6; p. 35, 5
5. avoir, p. 26	p. 28, 7a,b; p. 35, 4
6. aller, p. 34	pp. 36-37, 8; p. 37, 9
7. Negative, p. 34	p. 36, 7

Readings: Je parle francais	
1. Dialogue 1, pp. 1-2	Write out dialogue twice
2. Dialogue 2, p. 4	Write out dialogue twice; pp. 27-28,5
3. Dialogue, 3, pp. 7-8	Write out dialogue twice; p.13,ic; p. 13 2b; p. 35, 2b
4. Dialogue 4, pp. 15-16	Write out dialogue twice; p. 16
5. Narratives I & II, p. 17	True and False p. 17 I & II, True & False

Vocabulary

All words from all the dialogues and the two narratives in Je parle francais

the family	Obtain vocabulary list in the R.C.
colors	" " " " " "
days of the week	French 1 text;p.80 Jours de la semaine
months of the year	pp. 80-81 A,B
numbers 0-29	French 1 text, pp. 71 &73;pp.72-73 B, C, & A

Oral Ability/Auditory Comprehension:

Class Participation:

Additional Comments:

J O H N D E W E Y

06/19/72 G R A D E R E P O R T TERM 5 MK PD 3

ID: 3364 NAME: APPLOFF LLOYD B | ----ATTENDANCE----

OFF CL: 1501 TEACHER: NOWINSKY |

GRADE ADVISOR: | ABS 7
                | LATES 1

CODE	SEC	SUBJECT	TEACHER	--G R A D E S-- TRM	EXM
833	01	SCULPTUR55	HIRSH	M	
421	05	BIO55	KLIBANER	R	53
133	01	SHSTYI	MC CARTHY B	M	
6415	01	GEOM 65	WASSERMAN	M	
382	02	SPANISHC54	CANTELLC	MC	
9335	C3	DANCEEXP55	MEIZNER	MC	
248	08	CONSUMECO	STZCKLER	M	

* * *

BERNALD L. SCHULTENOVER

Coordinator, School Within A School
Minnetonka High School, Minnetonka, Minnesota 55331

ACADEMIC BACKGROUND:

B.S., St. Cloud State College, St. Cloud, Minnesota - 1958

MA University of Illinois, Champaign, Illinois - 1962

NSF Summer Fellowship in mathematics, Northwestern University - 1960

NSF Fellowship in mathematics, University of Illinois - 1961-62

NSF Fellowship for mathematics Consultants, Oklahoma State - 1963-64

PERSONAL ACTIVITIES:

1958-61, Junior High School mathematics and biology, Minnetonka

1962-63, Junior High mathematics and district department chairman, Minnetonka

1963-64, mathematics for elementary teachers, Oklahoma State Extension

1964-68, mathematics professor, College of Agriculture, Ethiopia

1968-70, Senior High School mathematics, Minnetonka

1970-72, School Within A School, Minnetonka High School

HAS HAD ADDITIONAL EXPERIENCES IN THE FOLLOWING:

Exploring alternatives in education with emphasis on experiential education utilizing total community resources.

Study-Travel programs.

Adaptations of the Outward Bound concept and process in public education.

Minnetonka High School offers a wide variety of courses within the mainstream program. The mainstream program is excellent ... for those who feel that it serves their needs.

Democracy is dependent upon the ability to make choices. Some of us would like to exercise this prerogative in the area of education, and would choose to deal with education in a different way, in a way that we feel would better satisfy our needs.

We would prefer to operate without what we consider the external motivations: grades, class rank, requirements, set curriculum.

We would prefer to try to find ways to alter the student - teacher relationship. We would prefer to operate in a non-authoritarian manner, the relationship being that of co-learners.

We would prefer to look upon ourselves as a community of learners, a community dedicated to the fullest development of our own and every other member of our community's potential in all areas: Affective, psycho-motor, and cognitive.

The goals of S.W.A.S. are identical to those of the mainstream program: We would like everyone involved to be happy, well-adjusted, well-educated, self-disciplined and self-motivated.

We believe that all people cannot attain this goal in the same way. We believe that there should be alternatives available for those who do not perceive the mainstream program as the means of their own attainment of these goals.

We believe that our own particular alternative can best be described as the "open" approach to education.

Open education provides for a variety of learning levels. Research indicates to us that there is no such animal as an eleventh grader. What we call eleventh graders have ability or attainment ranges from third grade to fifteenth grade in each separate subject or area. Open education provides for personalized learning objectives and recognizes that there are many ways to learn. Open education emphasizes the inquiry process -- learning by doing -- and encourages diversity of learning procedures.

Open education recognizes the total environment as a resource for learning. Students are encouraged to use the greater community as a resource for learning.

Open education has a positive psychological climate -- encourage, encourage, encourage! There is no such thing as a failure. You often learn as much from the things that don't work out well as from those that do.

The role of the student is not to complete a prescribed course of study, but rather to develop self-motivation and self-discipline by exercising freedom of choice, setting his own objectives and leaning by doing.

The role of the teacher is different. He is a learning counselor, a facilitator of learning. He helps students identify needs and objectives, and recommends methods and resources.

The relationship between student and teacher is characterized by warmth, trust and a willingness to interact with each other.

Open education starts with an emphasis on the assumptions that we believe in, rather than with a curriculum or well-defined program.

Open education, then, is a freer approach, more individualized, more student-centered. The emphasis is on self-motivation and self-discipline, learning how to learn, and carrying out your own learning. It is education for the future, and education as a part of life, as life itself.

It is quite natural for us, since we are accustomed to a more structured, curriculum-centered educational program, to be very uneasy with the freedom which is inherent in the open style. In fact, one of the ironies that we must deal with is the danger that our approach will become too well defined. It should not become systematized.

We believe in accountability. We have an obligation to find ways to evaluate whether we are reaching our objective: Happy, well-adjusted, well-educated, self-disciplined and self-motivated people. We believe, however, that we must take a broad view of evaluation and accountability. We must look carefully at both instructional and attitudinal objectives.

Philosophy

We believe that education of the individual can best be accomplished in a climate of trust and freedom from coercion. Learning, to be meaningful, must be desired by the individual, oriented to his needs and in large part, self initiated. The school system should provide alternative routes for the pursuit of the student's goals. Many such learning experiences can best be explored beyond the classroom - utilizing the community's human and institutional resources. Students should be encouraged to actively explore areas of interest to them, to experiment and risk failure without fear of stigma, to evaluate the successes and failures of such explorations and experimentation to develop greater self confidence and knowledge of how to learn.

This philosophy rests on many assumptions about knowledge, learning and evaluation. For our purposes at this conference I include only those assumptions dealing with evaluation.

1. Students should be encouraged to actively participate in the evaluation of their performance.

2. Errors are necessarily a part of the learning process; they are to be expected and often desired for they contain information essential to further learning.

3. Those qualities of a person's learning which can be carefully measured are not necessarily the only important aspects of his education.

4. Objective measures of performance may have a negative effect upon learning. A variety of performance and progress indicators should be used.

5. The best way to evaluate the effect of the school experience on a student is to observe him over a long period of time.

A credit/no credit system is used in Minnetonka's School Within A School. Zero to five credits can be earned depending on the nature of the contracted program approved with the student and how much of the program was completed. The "no credit" determination is used when a unilateral decision not to follow through on a contracted commitment is made by the student.

S.W.A.S. LEARNING CONTRACT

Student's Name _____ Date: _____

Topic to be studied _____

Beginning date of contract _____

Anticipated date of contract completion _____

Study Unit Advisor _____

Description of the Project

I. Study Unit: (What do you intend to accomplish?)

II. Supportive activities to accomplish the objectives: (How do you intend to accomplish your objectives?)

III. Resources to be used in the study unit: (Books, Business Firms, Institutions, Persons, etc.)

IV. Culminating activity: (Term paper, collection of readings, performances, etc.

When student, parent and teacher signatures have been obtained, the contract goes into effect.

SIDNEY B. SIMON

Sidney B. Simon is a professor in the Center for Humanistic Education at the University of Massachusetts. He taught English, social studies, core and dramatics for seven years in secondary schools prior to becoming a teacher educator.

He has helped to train teachers at Paterson State College in New Jersey, Queens College and Temple University. He has taught summers at Rutgers, Princeton, City College, New York University and the University of Rochester.

He is a widely published author. Articles he has co-authored or written have appeared in many of the major journals including the NEA Journal, PHI DELTA KAPPAN, HARVARD EDUCATIONAL REVIEW, NATIONAL ELEMENTARY PRINCIPAL, EDUCATIONAL LEADERSHIP, THE ENGLISH JOURNAL, SOCIAL EDUCATION and THE SCIENCE TEACHER.

Perhaps he is best known for the book he co-authored with Louis Raths and Merrill Harmin, VALUES AND TEACHING. The book is now in its 12th printing.

A sequel to VALUES AND TEACHING was published in 1972. It is called, VALUES CLARIFICATION: A Handbook of Practical Strategies for Teachers and Students. Just off the press is the third in the Values Clarification series, entitled CLARIFYING VALUES THROUGH SUBJECT MATTER. In addition, Professor Simon has written two children's books, HENRY THE UNCATCHABLE MOUSE and THE ARMADILLO WITHOUT A SHELL. Both are published by W. W. Norton and Company. Early in 1971, Professor Simon and two colleagues published a novel which attacks the Grading Game in American Education. Appropriately enough, it's title is WAD-JA-GET? That's what two students say to each other at the end of every semester in every course. Wad-ja-Get?

Sidney Simon is a graduate of Pennsylvania State University and earned his doctorate at New York University. He is a navy veteran of World War II, married and the father of four children.

The area of value-clarification has gripped his professional interest for many years. At the present time he is working to link the values work to the other affective components of education being developed at the Center for Humanistic Education at the University of Massachusetts.

DOWN WITH GRADES

One of the ugliest words you hear in school is that conglomerate "Whadjaget?" Every six weeks or so, whadjaget repeatedly bounces off the locker doors, up the corridors, and all around the cafeteria steam tables. For far too many students and teachers whadjaget is what schooling is all about these days; for me, the grading system is the most destructive, demeaning, and pointless thing in education.

Why have we allowed this monster to grow? No shred of research evidence supports the present grading lottery, but we let it separate teachers and students into two armed camps. The teacher fires his arsenal of surprise quizzes, notebook checks, true-and-falses, multiple choices, and essay questions. On their side of the barbed wire, students resort to crib sheets, ponies, plagiarism, apple-polishing, conning, and out-and-out cheating. Such an atmosphere hardly fosters love of learning.

In all candor, the only justification for grades is that they allow certain administrative conveniences. They do permit assistant principals to decide who is on probation, who can take an honors section, and who will intone the valedictory. Unfortunately, they also tend to decide who ships out to Vietnam, who drops out, and who stays on the football team.

Certainly, grades don't advance learning. The crafty student soon learns to play the game. (Look, she likes Shakespeare; so me, I quote Hamlet all semester.) He jumps the hurdles, sets his margins correctly, and puts in enough footnotes to make it look as if he had really done the research. In pursuit of grades--with his eye on the green stamps at the end of the check-out counter--the average student accepts dull teaching, boring assignments, busywork, needless prerequisites, and even thoroughly irrelevant books to read. Only wastrels and the ambitionless read unassigned novels or plays. Only the naive sign up for courses about which they are curious but which might earn them low grades.

Something is basically immoral about reserving our highest institutional rewards for test-wiseness, memorization, and opportunism. At a time when the world is dying from selfishness, the students to whom we give all "A's" -- most of them, anyway -- are those concerned only with their own grubby self-advancement. What our students get out of a course boils down to a single, crude letter of the alphabet. Let's face up to what grades do to all of us, and banish from the land the cry, "Whadjaget?"

Sidney B. Simon

HOT TERM PAPERS

Art Buchwald

One of the biggest businesses in this country right now seems to be the production and sale of college term papers. The selling of term papers, essay and theses has made it possible for many college students to pass courses and earn degress never dreamed of 20 years ago.

All that the term paper companies are doing is providing a service to students that wasn't available a few years ago. Most college students have too much to do when they're in school. The pressures are great and as the work load increases, they become more and more depressed. This leads to anger and alientation from the mainstream of our society.

For as little as 10 dollars an ineffectual students no longer has to worry about the person sitting next to him getting a better grade.

This may be a convincing case for the sale of term papers, but what happens when the student gets out of school and starts his profession? He could make a lousy doctor, lawyer or engineer, if he bought all his work in college.

Wed., Feb. 23, 1973

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1. What do you think of this article?

2. Have you used these companies? Under what circumstances?

3. What do you think of others who buy their work?

4. Would you put your faith in a doctor or lawyer who bought his work?

5. What would you like to do about these companies, if anything?

6. Would you offer this suggestion of using these companies to friends, relatives, acquaintances?

Dr. Sidney B. Simon

MOUNT HOLYOKE CHANGES GRADING

In an effort to emphasize that the function of grades is an educative one helping the student assess her own work and her intellectual development, the faculty of Mount Holyoke has voted to replace the present grading system with a new grading system of Excellent, Good, Pass and Fail which will go into effect this September.

As part of the new legislation, the faculty vote stressed the importanceof detailed commentary on d individual pieces of work by instructors in order to assist the student in her evaluation of her work.

The new system replaces the 13 point grading system of A+, A, A-...D-, F which has been used since 1966 when the grade of A+ was added, and otherwise has been used since 1958. Previous changes in the grading system were made in 1956, 1947, and 1904.

The faculty has interpreted the new grades in the following manner: Excellent will identify work of consistently high standard which frequently demonstrates excellence in such qualities as organization, accuracy, originality, understanding and insight. The grade of Good will recognie work of frequently high standard which occasionally demonstrates excellence in organization, accuracy, originality, understanding and insight, consistenly fultills essential requirements in quality and quantity, and meets the acceptable standards for graduation at Mount Holyoke. Work which demonstrates some of the qualities of Excellent and Good Work and which meets minimum standards in quality and quantity will be graded Pass.

Only a limited number of courses with Pass grades will be accepted toward graduation. Work undeserving of credit will be graded Fail. Only courses completed successfully will appear on the transcript and cumulative averages and class rank will no longer be computed.

Faculty members had several concerns in making the change to the new grading system; many felt that the 13 point system with it's fine distinctions failed to communicate the kind of evaluation needed and intended. Within the College, it was often misinterpreted by students who misread their grades as comments on themselves, who were frustrated by the differences in their high school and college grades and who felt forced into a system of destrctive competition with their fellow students. Outside the College, the system failed to communicate accurately theacademic quality of a Mount Holyoke graduate.

Grading systems similar to the one adopted at Mount Holyoke have been in use at several other colleges and univerisities. The detailed commentaries will help students to develop their own criteria of evaluation, and fewer distinctive divisions should reduce the grade pressure that sometimes gets in the way of effective learning.

Directions: In the space below, write a Letter to the Editor which would be your answer to the above article. Either support or denounce them, or encourage them, or criticize them or do all of the above. Let them know where you stand and use the form of a letter to the editor to do it.

BEVERLY WATTENMAKER
GINNY WILSON

Mrs. Beverly Wattenmaker is chairman of the Foreign Language Department and a Spanish teacher at Kenston High School in Bainbridge Township, east of Cleveland, Ohio.

After several successful years in elementary schools, she has devoted the past several years to the problems of relevance at the high school.

The successful foreign language program is now in its fifth year. It follows a success philosophy, free from the strictures of letter grades or the mark of failure.

Mrs. Virginia Wilson is a consultant in foreign language methodology, formerly a Spanish teacher at Kenston High School, now living in Fairbanks, Alaska. She gained early experience in research as a cryptanalyst in the War Department. She has spent the last several years as a teacher, writer and consultant.

Ginny and Bev wrote an innovative Spanish workbook, Entender, leer y escribir, which was published by Rand McNally in 1972. They have prepared a manual Real Communication in Foreign Language with carefully developed sequential exercises in group dynamics strategies to enable foreign language students to use their new language in meaningful and valuable communication from the very first day. They and their associates at Kenston High School are now conducting workshops to train teachers and students in the leadership of these group dynamics exercises.

For the past three years Mrs. Wattenmaker has taught a workshop for foreign language teachers in the CREEF method, at West Chester State College. She is a national consultant and trainer in the Human Development Program, giving teacher workshops for the Institute for Personal Effectiveness in Children.

They credit the success of the Kenston Foreign Language Department to a unique amalgam of Glasser, Simon, IPEC and CREEF.

A NO-GRADE ISLAND THAT COULDN'T WORK BUT DID

WHO ARE WE?

We are the Foreign Language Department of Kenston High School, a consolidated school on the outside edge of Cleveland's eastern suburbs. Our 800 students come from farms, scattered suburban homes, club communities, and a black ghetto. The department consists of five full or part-time teachers, and 350 students in three languages, four years each of French and Spanish and three of Russian.

WHAT ARE WE DOING?

We are in our fifth year of teaching without letter grades or any mark of failure. The only grade recorded is a P when the pre-determined standards of a given level of language study are mastered. (All other departments in the school maintain traditional A B C D F letter grades.)

MOTIVATION:

"How do you motivate without grades?" is the question we always hear when we talk about our success philosophy. The question itself is the saddest, most cruel indictment of giving grades - that they stifle other motivating factors. The questioners are right to ask because by the time students get to high school with their years of experience of working for grades, it is very difficult to spark other motiviation.

The problem is particularly difficult in foreign language today. We know that the majority of modern students think that a foreign language is not relevant to them. However, what is relevant, now and always, is thinking and involvement. So our challenge was to develop a program in which students had to think and were involved.

Dr. William Glasser says that memorizing drives out thinking. This has been the long-time curse of foreign-language teaching for we have always made students memorize. Now, some of us have found another way: the CREDIF method which was first developed in France to teach the fundamentals of useful language in the minimum of time. How to teach by that method is another story which language teachers will want to ask Rand McNally & Co. It is enough to say at the moment that students discover and explain to themselves the meaning of vocabulary and language structure. They must think about the language and very quickly they are learning to think in the language. It is a joy to watch for the flashes of discovery that illuminate their faces.

Students are involved in thinking through the discovery method of learning. They are involved in communication through group dynamics techniques developed from such sources as the Human Development Program, Values Clarification and Parent Effectiveness Training. To want to talk to others, a person has to value himself or herself enough to feel that what he has experienced, thought or felt is worth sharing. He or she has to value others enough to believe that they are worth sharing with. We have discovered that students and teacher participating together in small, non-judgmental groups, listening to each other with respectful attention, can achieve great understanding and become involved in very meaningful communication in the foreign language. Simple tasks (progressively more personally involving) and simple linguistic structures (gradually more complex) can stimulate real communication with deep feeling.

Realistically - we are not operating purely on the motivation of thinking and involvement. Our students are in high school and have been responding to the

motivation of the grade for too many years to expect miraculous change. Many of them still think of the "pass" as a grade and are more motivated by it than any other factor. This we have to accept, and learn to capitalize on the motivation of accountability without falling into the trap of using the "P" as a motivating threat.

HOW WE DID IT:

Looking back, we are amazed that we were able to put in motion a rather revolutionary change without major disruption. Honest, open-ended discussion aimed at concensus was the key to success in setting up the non-graded program. Five years ago the teachers in our department began to meet to critique our program, share our feelings of discouragement and examine the possibilities for change. We were agreeing with people like Holt, Goodman, Kozol and Postman that schools are hurting children and that grades are damaging labels. In 1969 we read Dr. Glasser's new book Schools Without Failure and were impressed by the practical as well as idealistic aspects of his Success Philosophy, with the idea of marking only a "pass" and permitting students to repeat exams, or even courses, without any note on their records.

All the foreign language teachers agreed that we wanted to try it. We made a proposal to our principal who got temporary permission from the School Board.

Dr. Glasser warned that changes in classroom practice would have to be made; course materials would have to be made relevant, the student would have to be involved. We followed his advice of class meetings, beginning with the question: "Can you learn without grades?" When the students had decided that they wanted to try and had begun to prove that they could, we called a meeting of parents, students and teachers. It was the largest educational meeting our school had ever known.

Parents had real concerns about college entrance requirements, class standing, and motivation. We had anticipated the questions and had a panel, consisting of a college professor (a parent), a guidance counselor, all the language teachers, and some students, to present the program and address the concerns. We had prepared well and could give some tentative answers: Foreign language was removed from the competition for class standing; students were to be motivated by success and involvement; colleges polled by our guidance department were mostly favorable or at least tolerant. After the more general questions were answered, the participants divided into groups with each teacher, his students and their parents for discussion of specific questions. The students were our best salesmen. They begged for the opportunity to learn responsibly without the penalty of failure or poor grades. It was gratifying to see parents losing their fears and becoming more open to change as they listened to their sons and daughters. The students felt good about being heard by their parents and teachers. The success of that meeting is reflected in continuing parental approval of our program.

At the end of the second year, students and parents were asked how they felt about the program. There was strong approval with only a few dissenting voices. The school board extended their approval and the principal expressed his desire to see other teachers plan alternatives to grades.

ACCOUNTABILITY:

The only recorded mark is "pass" when the standard goals for a level are achieved. However, continuous evaluation takes place, with reporting to students and parents.

About once a week, a teacher makes notes as to how the students are functioning in the audio-lingual class. About every two weeks, when a unit is complete, the teacher tests the structural objectives of the unit. Students should be at least 80% correct on these specific objectives. If a student's paper indicates less than mastery, the teacher will advise specific further study and administer similar tests until the student achieves mastery of the structure. All written or oral work has to measure up to a similar high standard or be revised.

The school sends home report cards every nine weeks. We record a note of "Pass" or "Incomplete". If incomplete, we send a letter to parents with a report of the student's progress, showing strength, advising of specific weakness, and counseling remedial work, which may be carried out with the aid of students teaching other students, advanced students tutoring, or teachers working with individuals.

Most students will get a "pass" by the end of the year and receive credit for the level. Those who do not have these alternatives:

1) Summer study - alone, or with friends, tutor or teacher. Testing at beginning of following year. Probationary period at next level while completing written work or testing of preceding level.
2) Repetition of preceding level. Those few students repeating are not bored. In fact, they feel good as they discover the real meaning of vocabulary and structures missed the first time.

Some experimenting has been done, and more will follow, with self-evaluation, such as a student writing a brief report on how he has learned and performed during the preceding week, and the teacher adding comments and suggestion.

A cooperative class spirit is slowly built by the group dynamics operating through sharing in the thoughtful discovery of language meaning and through sharing experiences, likes and dislikes in "real" communication. HOwever, it is still very helpful to use a "Dr. Glasser-style" class meeting in English from time to time to solve problems or just to air feelings of frustration or satisfaction, or to hold the teacher to accountability.

SUCCESS OF OUR NO-GRADE ISLAND:

1) Our students are speaking the target languages better than ever before. We teachers and visitors to the classes are impressed by their skill. We have had many visitors: high-school teachers from a wide area, college students studying methods, native speakers, and even some parents. Enthusiastic approval is evident. Native visitors are surprised and delighted to be able to converse in their own tongue with students.

2) Although the high school faculty voted to abolish language requirements, with the unanimous approval of the language department, our enrollment has increased by 10%. (This is particularly interesting since foreign language enrollment generally is falling at such a rapid rate that Ohio alone has 250 fewer foreign language teachers this year than last.)

3) We noticed, with amazement, that discipline problems almost disappeared and recalled that Dr. Glasser said: "You've got to quit hurting the kids and they will quit hurting you back."

4) Russian classes had phased out after an initial start ten years ago when there was not enough student interest. Now we have a four year Russian program with some fifty students.

5) The drop-out rate between first and second year in all three languages was 30% last year as compared to 40% before the change to non-grading and a national average now reported at 55%.

6) The initial negativism and hostility of many of the other teachers has turned to moderate acceptance and even some thoughts of emulation.

7) In a survey of factors involved in succeeding in a non-graded program, Mr. William O'Neil found that 73% of the students interviewed answered affirmatively the question"Do you like the idea of not having grades in Foreign Language study?" In spite of the fact that the fact that the no-grade program is an island and that students are still working for grades in all other classes, 67% thought that they would not learn more if grades were given. Students feel that they are allowed to progress at their own rate. They feel a spirit of cooperation with their classmates, that they are not competing with other members of the class. At the same time they believe that this program stimulates them to think and act independently of others.

IS IT EASY?

No. But the excitement that comes from watching your students grow into more confident and responsible human beings makes it all worth while.

RESOURCES:

Dr. William Glasser, Schools Without Failure (Harper & Row, New YOrk, 1969)

Dr. Harold Bessell and Dr. Uvaldo Palomares, Methods in Human Development (Institute for Personal Effectiveness in Children, P. O. Box 20233, San Diego, California 92120, 1970).

Louis E. Raths, Merrill Harmin, and Sidney B. Simon, Values and Teaching (Charles E. Merrill Publishing Co., Columbus, Ohio, 1966).

Dr. Thomas Gordon, Parent Effectiveness Training (Peter H. Wyden & Co., New York, 1970.)

Sidney Simon, Leland Howe and Howard Kirschenbaum. Clarifying Values: A Handbook of Practical Strategies

William O'Neil, Incentive as a Factor of Success in a Non-Graded Program. John Carrol University Library (Master thesis)

Virginia Wilson, Beverly Wattenmaker, Real Communication in Foreign Language, available from the Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987

SPEAKER:

John J. Winton
Principal
Shelburne Middle School
Shelburne, Vermont 05482

ACADEMIC BACKGROUND:

B.S. University of Massachusetts
M.Ed. Boston University

PERSONAL ACTIVITIES:

Member of the Junior High/Middle School Committee of the New England Association of Schools and Colleges.

Member of the Steering Committee of the National Council on Junior High School Administration.

Shelburne Middle School, Vermont's first middle school, is an open space structure with 612 students. Embracing grades 5-8 the school is organized in teaching teams with flexible scheduling and grouping. It includes one multiage team with students from grades 5-8 in an integrated school day.

Progress Reports
A RATIONALE

Early in the development of the Shelburne Middle School program it was decided that our procedures for reporting to students and parents are to be in keeping with middle school philosophy. We want the report to be a positive factor in a child's experience; to be both informative and encouraging. It is not to be used as a reward or punishment instrument. If it has been given that connotation it is because we have reported improperly in the past.

A progress report should emphasize what a student has been doing not what he has failed to do. It should help him to assess his own strengths and weaknesses and to plan for his further development.

A progress report ought to help a parent to know what is being learned, what options are open to the student, and how he reacts to his options. This information should be made available whenever there is something to be said, not just at the end of an arbitrary nine week period of time. The procedure used should allow parents to communicate with the teacher either by direct conference or by a written message.

With this criteria in mind the following reporting procedures were established:

Reporting Procedure
A GUIDE FOR TEACHERS

1. There are no definite marking periods. Reports may go home as often as needed. We have guaranteed that this will occur at least twice in every subject each year.

2. Be mindful that reports for good progress should be sent out promptly. Do not let the report become a negative signal used only to indicate difficulty.

3. The written report will never be as effective as a direct conference. Whenever a situation indicates the need, request that the parent meet with you. A parent may call for a conference, also. Be prompt in honoring such a request.

4. Progress reports will go out from the office each Friday afternoon. In order that the guidance clerk may get reports together in time to go home you are requested to have completed forms in by Wednesday at noon.

5. The second copy of each report is to be turned in to the guidance clerk. The clerk will place the copy in each student's cummulative folder and post the report on the summary sheet for each team. The summary sheet shows at a glance which students have received reports and when they were sent out.

6. When reports go home they should be accompanied by an outline of the activities in that subject. Outlines are to be prepared at the beginning of each school year and may be revised and supplemented as needed. The outline should help a parent to know the kinds of experiences his child is having and to know what options a child has in his approach to the subject. It is not enough that the parent be informed that the child is doing well in social studies. He should know whether the subject at hand is the geography of the United States or the development of industry in the emerging nations. The teacher's comments on the report should relate to the outline.

7. In subject areas like art, music, or industrial arts where the subject is exploratory in nature it may be sufficient to indicate to parents what is being presented in those classes without offering specific evaluations of the work of most students. It is inconsistent to tell students that we want them to explore the various techniques employed in each of these areas and then place a value on how well or how poorly they explore. When children show exceptional aptitude or talent it is, of course, important that it be reported to parents.

8. Parents are generally very supportive of the schools. We should keep in mind that they expect us to think of their children as individuals. Keep your reports on a personal level and avoid the temptation to analyze children on a group basis or as parts of a statistical system.

9. Parents have been invited to request specific progress reports whenever they are concerned or in doubt about the student's work. Honor such requests promptly.

   In the event that parents make unreasonable requests for reports they will be contacted and assisted through the guidance department.

Implementing a Change In Reporting

Inquiries about the Shelburne Middle School "Progress Report" frequently include questions on how the change in reporting was introduced to the community.

Initially the teaching staff voiced objection to the A, B,C system then in use. After a year of discussion and planning by the staff, a decision was made to implement our present procedures in the fall of 1969.

The letter which follows was sent to all parents to introduce the change. On several occasions follow-up communications were prepared to answer questions and to explain procedures. Serious opposition was minimal and feed-back since 1969 has been quite positive in nature.

Dear Parents;

The teaching staff at the Shelburne Middle School has been concerned about the method of reporting on the progress children

are making at school. Our system of "A,B,C" really has not been adequate to convey all that teachers need to say. Some of the questions we have asked ourselves are:

Do our reports tell parents what is going on in the classroom?
What do the symbols "A,B,C" really have to do with learning?
Does a "poor" report card motivate a child to learn?
What about children who work hard but still get low grades?
Do our report cards help children to know their strengths and weaknesses?

The answers to these questions vary depending on what we see as the goals of education in general and reporting in particular. The Middle School staff has concluded that reporting procedures should do the following:

They should be encouraging to the student and not discouraging or condemning.
They should focus on how well the student is doing, rather than how poorly, by indicating what the student has learned and is learning rather than what he has failed to learn.
They should be diagnostic and prescriptive and not competitive or punitive.
They should aim at helping a student to realistically assess his own strengths and weaknesses.
They should give parents more detailed information about what is being learned.
They should make learning the goal not the attainment of a grade.
They should inform parents promptly whenever the learning situation is changing and not just at the end of an arbitrary nine-week marking period.
Reports should be made as many times as needed.
They should give the parent an opportunity to communicate with the teacher either by a direct conference or by a written message.

Since the system we have used to date does not do as much as we would like, the Middle School will employ a new procedure this year.
Because evaluation is a continuous process, progress reports will be sent home whenever needed in any subject, but in no case less than two times per year. The report will include supplementary information about what is being learned in the form of summaries of activities, statements of goals, and/or examples of the students work.
Evaluation of student's work will be in the form of a written comment by the teacher. There will be a tear sheet attached which is to be returned to the school with the parent's comment or the parent's request for a conference.
The progress report outlined is consistent with the individualized nature of current instructional methods. We feel strongly that it will result in better home-school communication.
Your comments on the progress reporting system will be welcome.

Sincerely,

John J. Winton, Principal

JOHN WOODLEY .....RESOURCE ROOM

John Woodley is presently staff assistant at the Adirondack Mountain Humanistic Education Center, Upper Jay, New York, and has been deeply involved in the work of the Center for Grading Alternatives. Presently doing graduate work in rehabilitation counseling, John has taught a sixth grade open classroom in public school, been a teacher-counselor in an open-classroom type program for high school potential drop-outs in St. Louis, Mo., and has been very active in the values clarification area. / His most recent teaching experience was at a newly organized parent-run "open school" in Albany, New York, where he and his wife were the co-teachers of 30 children ages 4-15. He has experimented with a wide range of grading evaluation and reporting methods in his teaching experiences.

John lives in Nassau, New York(about a half hour from Albany) with his wife, Happy, and daughter, Julie, 4. His favorite activity in life is being with children; he is also a skillfull candlemaker, an "almost gourmet" cook, beginning gradener, and amateur soccer and baseball coach.